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ABSTRACT

A demonstration program to serve the needs of children who are identified as limited English proficient (LEP) was developed and implemented. Each of six schools in the Austin Independent School District (AISD) contained a class of 18 students, 3 of whom were non-LEP. The non-LEP children served as English-speaking models for their LEP peers. Instruction was provided in English and/or Spanish, as needed. Instructional activities were oriented toward improvement and development of vocabulary and concepts; English syntax; and visual, auditory, and motor skills. At home, parents conducted at least two one-quarter hour lessons for their children each week. The Peabody Picture Vocabulary Test (PPVT) was used to measure language and concept development. The Boehm Test of Basic Concepts and the Iowa Tests of Basic Skills were also administered. Results indicated that English language skills improved; there were also gains in Spanish. Appended are separate discussion of the PPVT-R, English; PPVT, Spanish; early childhood observation form; teacher's interview; parent questionnaire; documentation from project coordinator's office; and Iowa Tests of Basic Skills. (PN)

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Final Technical Report

Title VII Bilingual Preschool Project

1981-82

Approved:

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Publication No. 81.72

Acknowledgment and Disclaimer

Portions of the project presented or reported herein were performed pursuant to a grant from the Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department, and no official endorsement by the Department shall be inferred.

31.72

TABLE OF CONTENTS

Program Staff iii

Introduction iv

Final Report v

Errata Sheet xv

Clarification of Objective 1.a. xvi

Appendix A A-1

Appendix B B-1

Appendix C C-1

Appendix D D-1

Appendix E E-1

Appendix F F-1

Appendix G G-1

81.72

PROGRAM STAFF

The following Austin Independent School District staff members are responsible for the implementation of the Title VII Bilingual Project.

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INTRODUCTION

This publication includes the Technical Report and also the Final Report of the Title VII Bilingual Preschool Project Evaluation. The latter was published in the 1981-82 Evaluation Findings, publication number 81.30.

The Technical Report contains the purpose of, procedures for, and findings from each instrument employed in the collection of data relevant to the major decision and evaluation questions of the 1981-82 Title VII Bilingual Preschool Project.

The Technical Report is not intended to be a document for widespread circulation, rather a technical reference for those interested in replicating or studying the research and evaluation associated with the project.

The Title VII Preschool Project sites were:

Allan Elementary, Allison Elementary, Becker Elementary, Brooke Elementary, Govalle Elementary and Sánchez Elementary.

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FINAL REPORT

Project Title: Title VII Bilingual Preschool Project

Contact Persons: Martin Arocena, Jonathan J. Curtis

Major Positive Findings:

1. Results from the Peabody Picture Vocabulary Test (Revised) (PPVT) showed that the English vocabulary of Title VII participants significantly improved.

2. Title VII prekindergarten students whose scores on the PPVT pretest were in the middle range made better gains than those in Title I Migrant's prekindergarten.

3. The scores of a Title VII Preschool class were compared with those attained by a control group of LEP children of similar background, from the same community who did not attend prekindergarten. The participants of the Title VII preschool attained a higher and significantly different average standard score on the PPVT.

4. Parents who answered the Spanish version of the parent's questionnaire said that the most important thing their child learned in school was English.

5. All six Title VII Preschool Bilingual teachers felt the inservices were beneficial to them. The most frequent reason this was true was that new/better ideas were obtained.

Major Findings Requiring Action

1. Title VII Preschool students who were low scorers on the PPVT pretest did not gain as much as comparable Title I Migrant and Title I Prekindergarten students.

2. Teachers who reported using two sets of instructional materials, Bilingual Early Childhood Program (BECP) and the AISD Prekindergarten Curriculum as their main sources, obtained greater gains than those who only used the BECP.

Evaluation Summary:

The following is a description of the nature of the Program and a summary of the major evaluation findings for the 1981-82 school year, the second year of operation for the Title VII Bilingual Preschool. The results are

presented by program component. They are presented in greater detail in the 1981-82 Title VII Bilingual Preschool Project Technical Report, Publication No. 81.72. The Project's components were:

- instruction and curriculum,
- parental involvement, and
- teacher inservice training.

DESCRIPTION OF THE PROGRAM

WHAT IS THE PURPOSE OF THE TITLE VII BILINGUAL PRESCHOOL PROJECT?

The Title VII Bilingual Preschool Project was implemented in six AISD schools (Allan, Allison, Becker, Brooke, Govalle and Sánchez) during the 1981-82 school year. Its purpose is to develop a demonstration program that serves the needs of children who are identified as limited English proficient (LEP) and who come from low income families.

There was one class per school and each one contained eighteen children, three of whom were non-LEP. It was anticipated that the three non-LEP children would serve as English-speaking models for their LEP peers. Instruction was provided in English and/or Spanish as needed, by bilingual teachers.

WHAT WERE THE PROGRAM'S OBJECTIVES?

The objectives of the Program were:

1a. Project students will attain a higher level of skill in language (as measured by the PPVT or another similar instrument) and concept development (as measured by the BOEHM) than a comparable group of non-project students.

1b. The students will be provided structured instruction for at least 50% of the school day. (The remainder of the day may be spent in non-structured learning, rest period, restroom visits, etc.)

1c. Language instruction in both English and Spanish will be provided daily for project participants.

2a. Teachers will attain new levels of competence in the areas where training is provided as evidenced by pre- and post measures associated with each formal training session.

2b. During each school year, project teachers will be provided at least four days of formal inservice training.

2c. During each summer of the project, teachers will be provided at least 3 days of intensive formal inservice training addressing needs defined by the teachers themselves.

3a. Performance objectives cannot be applied directly to parents without creating undue anxiety and resistance. The idea is to get parents participating and interested and to reinforce them for participation.

3b. Outside the school setting, parents will conduct each school week at least two one-quarter hour lessons for their child participating in the project. (These lessons are to be prepared in advance by the project staff.) Responsibility for conducting these lessons will begin within one month of joining the project's involvement component.

3c. By the second month of the second year at least 50% of the project students will have parents participating in the parental involvement component of the project.

HOW WERE PARTICIPANTS SELECTED?

After their recruitment, applicants were tested with the Primary Acquisition of Language Test (PAL) in English and Spanish. Those who indicated Spanish as their response on at least one item on the home language survey and scored 79 or less on the English PAL were considered LEP and therefore qualified applicants. Participants of the Title VII Program were randomly selected from that pool of qualified applicants. The non-LEP children selected were those with the highest scores on the English PAL test.

IS THERE A DIFFERENCE BETWEEN TITLE VII PRESCHOOL AND OTHER DISTRICT PREKINDERGARTEN PROGRAMS?

Yes. There are two other prekindergarten programs in AISD: Title I and Title I Migrant. The major differences among them are:

- the criteria for admission,
- Title VII Preschool is a bilingual program while the others are not,
- Title VII has a parental component, and
- Variations in the sets of instructional materials used.

Title I serves children from lower socioeconomic strata but not necessarily LEP or Spanish monolinguals. Title I Migrant serves only children whose

parents are migrants. The qualifications for Title VII are stated above. Title VII implements several activities to involve parents in the education of their children. A more detailed description is provided in a later section.

Title I and Migrant used the AISD Prekindergarten Curriculum and its associated instructional materials. Title VII, instead, implemented the activities and units provided by the Bilingual Early Childhood Program (BECP) instructional materials as the core of their instructional program.

INSTRUCTION AND CURRICULUM

DID THE TITLE VII PRESCHOOL MEET ITS ACHIEVEMENT OBJECTIVES?

Yes. Results from the PPVT-R indicate that English language skills improved. A comparison of pre- and posttest results indicate that the Program attained an average standard score gain of 8.27. Furthermore, the comparison of one of the Title VII Preschool classes (Sánchez) with a control group showed that the English vocabulary of the Program's participants was greater than that of the control group. The difference may be attributed to the program's effect.

Figure 1 presents graphically a comparison of pre- and posttest standard score averages.

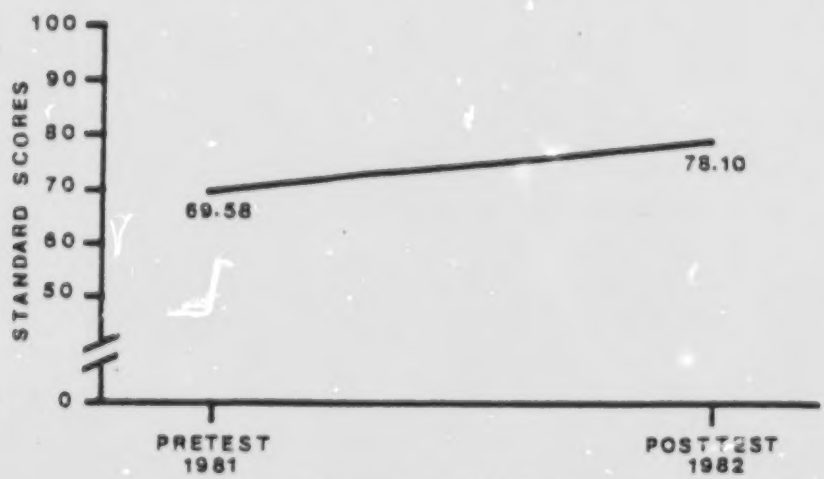


Figure 1. COMPARISON OF PRE- TO POSTTEST SCORES IN ENGLISH.

There were also gains in Spanish. The Program attained an average gain of 3.34. A t-test of the pre- to posttest gain was signficant at the $\alpha = .05$ level.

However, Spanish achievement cannot be attributed unequivocally to the Project. A comparison between a Title VII class and a control group did not show significant differences.

WHO PROVIDED THE INSTRUCTION?

Instruction was provided principally by bilingually certified teachers in collaboration with a teacher aide and occasionally others such as music teachers, P.E. teachers, librarians, and substitute teachers. During this year one of the Title VII classes was different from the others in that two prekindergarten teachers taught as a team. At Allison Elementary, children were taught by the Title VII teacher and also by the Title I Migrant teacher.

WAS THERE DUAL LANGUAGE INSTRUCTION?

Yes. The predominant language of instruction was English. However, Spanish was also used to provide instruction primarily to those children who were essentially Spanish monolinguals. All teachers divided their classes into groups. These groups were formed mostly according to language ability. The groups followed a rotational pattern where one group of children would be instructed by the teacher, another by the aide, and the third group would be working independently in one of the learning centers. The teacher and aide taught each group in the dominant language of each particular group. Figure 2 shows average time of structured instruction according to language of instruction for each of the groups observed during classroom observations.

Group	No. of children observed	Total Average	AVERAGE STRUCTURED INSTRUCTION IN: English	Spanish	Both*	Non-Verbal
Spanish Dominant	8	83.75m	40.5 min. (48.3%)	26.25 min. (31.3%)	15.62 min. (18.6%)	1.37 min. (1.6%)
Low Eng. and Low Spanish	8	76.57m	60.87 min. (79.4%)	11.42 min. (14.9%)	2.57 min. (3.3%)	1.71 min. (2.2%)
English Dominant	5	76.20m	55.4 min. (89.0%)	18.5 min. (17.3%)	1.00 min. (1.4%)	1.30 min. (1.1%)

*Observer hears two languages during a minute.

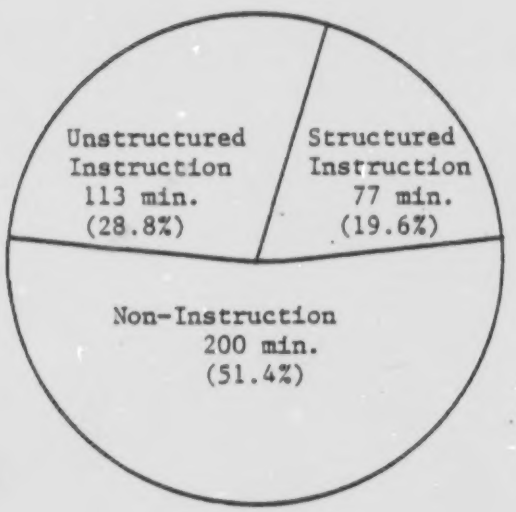
FIGURE 2. DUAL LANGUAGE INSTRUCTION OBSERVED DURING STRUCTURED INSTRUCTION.

IN WHAT ACTIVITIES DID THE CHILDREN SPEND THEIR SCHOOL DAY?

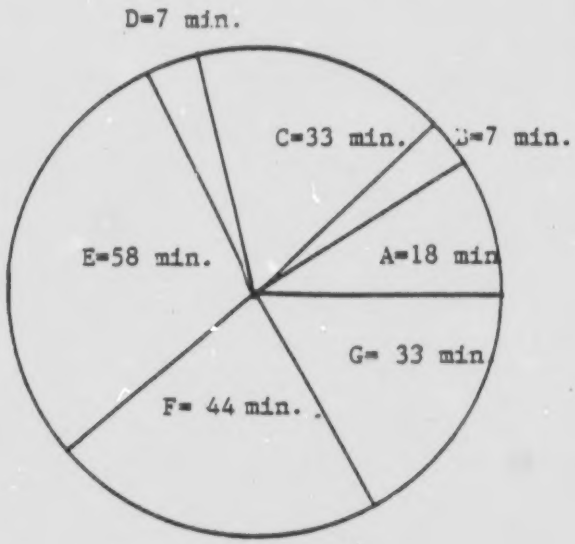
The school day for the Title VII Preschool Project's participants lasted 390 minutes per day during a five day week. Classroom observations showed that the average time spent in instruction was 48.47% (190/390) of the school day. The remaining time, 51.42% (200/290) of the school day was dedicated to non-instructional activities.

Eor anlysis purposes, instruction was subdivided into structured and unstructured instruction. The first one refers to instructional activities which are prescribed by the core instructional materials. Unstructured instruction includes activities used by the teacher to reinforce the core instructional materials' units and/or other activities. From classroom observations, it was learned that on the average 19.6% (77/390) was used for structured instruction while 28.8% (113/390) was used for unstructured instruction.

Non-instructional activities included breakfast, lunch, a nap, a short snack, restroom visits and also time for free play on the school's playground. Figure 3 shows the distribution of time during the school day, and also a breakdown of time used for the various non-instructional activities.



School Day = 390 min.



Non Instruction= 200 min.

A= breakfast
B= restroom visit
C= lunch
D= snack
E= nap
F= transitions
G= free time

FIGURE 3. DISTRIBUTION OF TIME ACCORDING TO ACTIVITIES.

The instructional activities were oriented toward improvement and development of the following areas:

- vocabulary and concepts,
- English syntax,
- visual,auditory and motor skills.

x

WHAT INSTRUCTIONAL MATERIALS WERE UTILIZED?

During the 1981-82 school year, Title VII teachers implemented the instructional activities and materials prescribed by the Bilingual Early Childhood Program. While the BECP was the main source of instructional materials, teachers also used other sources to complement their instruction such as the Peabody Kit, Barufaldi, and AISD Prekindergarten materials, as well as teacher developed materials. Since one of the goals of the Project is to find instructional materials that will serve efficiently and effectively the LEP students of the District, some flexibility in the choice of instrucional materials was allowed.

From the teacher interview it was found that two teachers reported using both BECP and AISD Prekindergarten materials in combination. One teacher taught all units from both sources. The second teacher did not teach the AISD materials herself, however, her team teacher utilized AISD materials. The PPVT-R average gains for the schools that used BECP and AISD, were higher than the other schools. This finding would suggest that future research should consider the effects of these materials when used in combination.

PARENTAL INVOLVEMENT

TO WHAT EXTENT AND HOW WERE PARENTS INVOLVED IN THE PROGRAM?

Parental involvement is considered a major goal of the Title VII Bilingual Preschool. The Program operates under the principle that parents' complementing and reinforcing what is learned at school is a desirable activity. To fulfill this goal the following two activities were implemented:

- Parenting Seminars,
- At-Home Activities.

WHAT ARE THE PARENTING SEMINARS?

Parenting seminars are meetings where parents of the participating children meet with the instructional coordinator, the community representative, and occassional guest speakers. During these sessions, ideas on how to provide informal instruction at home with inexpensive materials are taught and discussed. During 1981-82, 4 seminars were provided.

WHAT IS THE AT-HOME PROGRAM?

The At-Home Program consisted of activities to facilitate the child's learning through parent-child interaction. Every week parents received a set of instructions and materials to implement an activity reinforcing

the unit being taught in class that week. Through a bilingual questionnaire sent to parents, it was found that 95.3% (82 of the 86 questionnaires received) reported that the instructions were easy to follow, two said that they were difficult, and two parents declared they had never received the material. Furthermore, to document at-home activities one activity was selected to evidence the parents' at-home participation. Parents were instructed to sprout a seed and have their children bring it to school. The seeds, potting soil and container were provided by the Project. Records were kept of the children who completed the project. This showed that 89.7% (96/107) brought the project back to class.

WHAT IS THE PARENT ADVISORY COUNCIL?

The Parent/Community Advisory Council (PAC) is an organization of parents sponsored by AISD that meets regularly throughout the school year to review the progress of Bilingual Education in the AISD. Its major goal is to keep informed of the Bilingual Education Program and to make recommendations and suggestions that lead to an improved program. Meetings are held once a month in the evenings. The PAC is not a component of the Title VII Parental Involvement Program, however, all parents are encouraged to participate, since topics are discussed that are of special interest to them. During the 1981-82 school year, some of the Title VII parents were officers of this association. The records of attendance reviewed indicate that there were seven PAC meetings during the 1981-82 school year and Title VII parents constituted, on the average, 65% of the members present.

ARE PARENTS INVOLVED IN OTHER WAYS?

An indication of further parental involvement in education by Title VII parents was provided by three principals of Title VII schools. They reported that 6 parents of the Title VII Bilingual Preschool children were serving on school committees and one parent was elected to serve as president of the school's Parent Teacher Association.

TEACHER TRAINING

HOW MANY AND WHAT WERE THE TOPICS OF THE TITLE VII INSERVICE TRAINING SESSIONS?

There were nine formal inservice training sessions provided for the Project's teachers. The topics covered were:

August 15, 1981	• New Teacher Workshop
August 19, 1981	• Three topics were discussed by guest speakers; science, language arts, and math.

August 26, 1981	• Math
October 7, 1981	• Language of Instruction, Reporting to Parents
November 11, 1981	• Effective Use of Bilingual Early Childhood Program
February 10, 1982	• Assessing Pupil Progress
February 17, 1982	• Using the Instructional Aide
March 3, 1982	• Use of the Camera
April 14, 1982	• Movement Activities for the Four Year Old

In addition to this formal inservice training there were other inservices where the teachers met with the instructional coordinator on an individual basis.

WAS THE TRAINING BENEFICIAL TO THE TEACHERS?

All teachers felt the inservices were benefical to them. The most frequently reported reason was that new/better ideas were obtained.

A FEDERAL AUDIT

Only 18 school days after the Project's start, the Title VII Bilingual Preschool Project was audited by the Office of Inspector General (OIG). Its conclusions and recommendations were:

> "The demonstration project's duplication of Austin's existing federally funded preschool programs and the District's failure to implement the project as proposed violates both the intent of the grant award and the intent of the Title VII, as well as applicable Federal regulations. Because the project is not providing a complete dual language instruction program as proposed, its usefulness as a national demonstration project for other programs of bilingual education is questionable. Consequently, we recommend that the district terminate the demonstration project and refund to the Federal Government all grant funds received for the 1980-81 project year (the grant award was $281,538) and the 1981-82

> project year (Austin's grant proposal requested $288,507)." (Office of Inspector General, REVIEW OF FEDERAL BILINGUAL EDUCATION PROGRAMS AT AUSTIN INDEPENDENT SCHOOL DISTRICT, March 8, 1982, p. 4)

AISD has denied these allegations and is pursuing all procedures available to clear the District of the OIG's allegations.

WHAT HAVE BEEN THE REPERCUSSIONS OF THE OIG AUDIT?

While the case is still to be resolved, AISD's Title VII Preschool Project is already experiencing damaging consequences from the audit. First, due to the prevailing uncertainty about its continuation, five of the six teachers are not returning to the Project. Four of these teachers have had two years of experience with this Project. They were trained on the use of the BECP and the special problems of the target population. Losing these teachers will affect the Project, since untrained teachers will have to be hired. Furthermore, hiring cannot take place with enough time to plan and prepare, since hiring has been frozen by AISD for Title VII until the issues are resolved. Title VII will obviously not have the opportunity to hire the best teachers.

The Title VII Project is a project that serves the educational needs of preschool LEP students whose needs are not met by any other District programs. There are already a large number of applicants for the 1982-83 school year, should the Project continue. There are over 250 applications on file and more applicants are expected through the summer.

August 1982

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Errata Sheet: 1981-82 Evaluation Findings

"Title VII Preschool Program"

Page XVII-2

Under "WHAT IS THE PURPOSE OF THE TITLE VII BILINGUAL PRESCHOOL PROJECT?" eliminate the following from the second sentence," and who come from low income families."

Page XVII-8

Under "WHAT IS THE PARENT ADVISORY COUNCIL?", eliminate the third sentence; "The PAC... interest to them." Substitute for that sentence, "Among other things, the PAC meets the Title VII obligation for a parental advisory committee."

Approved: Jonathan S. Curtis
Senior Evaluator

Approved: Linda M. Holley
Director, Research and Evaluation

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

September 15, 1982

TO : Whom It May Concern

FROM : Martin Arocena, Title VII Evaluator

SUBJECT: Clarification of Objective 1.a (Initial Application)
Achievement of Objectives (Final Evaluation Summary Report, 1981-82, Document 81.30)

It was brought to our attention that objective 1.a of the Austin Independent School District's Title VII proposal may lead to confusion with respect to which tests were administered to which students, when the objective is used outside the context of the whole proposal. Therefore, this memo may serve as a clarification.

Figure 1 on page 30 of the AISD's initial Title VII proposal illustrates the types of measures that were to be obtained at each grade level for evaluation purposes. It shows that at the prekindergarten level only the Peabody Picture Vocabulary Test (PPVT) was to be used to measure language and concept development. The evaluation design provided for follow-up of those students served by Title VII in prekindergarten. For this purpose it was proposed to test project students with the Boehm or a similar test. Since AISD has adopted the Iowa Test of Basic Skills (ITBS) as its required achievement test, previous Title VII students were and will be tested with the ITBS instead of the Boehm. The objective, therefore, addresses current project students as well as previous project students.

Following the original research design, during the 1981-82 school year, current Title VII students enrolled in prekindergarten were tested with the PPVT and previous project students in kindergarten were tested with the PPVT and ITBS for a follow-up study.

During the 1982-83 school year, current project students (Pre-K) will be tested with the PPVT and previous project students (K and first grade) will be tested with the PPVT and ITBS for follow-up purposes.

Approved: Freda M Holley
Freda Holley
Director, Office of Research and Evaluation

Approved: Jonathan J. Curtis
Jonathan J. Curtis
Senior Evaluator

TITLE VII BILINGUAL PRESCHOOL

APPENDIX A

PEABODY PICTURE VOCABULARY TEST- R, ENGLISH

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INSTRUMENT DESCRIPTION: PEABODY PICTURE VOCABULARY TEST-REVISED VERSIONS.

Brief description of the instrument:

The Peabody Picture Vocabulary Test-Revised is a standardized vocabulary test which provides an estimate of the subject's verbal ability. It is an individually administered, untimed test. The cue words given to the subjects depend on their age and responses: younger children begin with easier words. If a child misses any of the first eight pictures, easier cue words are presented in order to establish a basal level of eight correct responses.

To whom was the instrument administered?

To students in the Title I, Title VII, and Title I Migrant prekindergarten programs. Also to Title VII students currently enrolled in kindergarten, a control group randomly selected from qualified applicants to the 1981-82 Project, and a comparison group.

How many times was the instrument administered?

Students in AISD's prekindergarten were tested twice. Students were randomly assigned either Form L or Form M for the pretest, and then given the alternate form for the posttest.

When was the instrument administered?

The pretest was administered between October 19, 1981 and November 3, 1981.
The posttest was administered between April 19, 1982 and May 10, 1982.

Where was the instrument administered?

Each child was tested individually by a tester in designated areas.

Who administered the instrument?

The instrument was administered by bilingual individuals specifically hired for this task and by the Title VII evaluator.

What training did the administrators have?

The evaluator and one of the testers in charge had previous experience in PPVT testing.

Was the instrument administered under standardized conditions?

Yes, except for variations in room location or arrangement.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

Lloyd M. Dunn and Leota Dunn.

What reliability and validity data are available on the instrument?

The PPVT-R manual provided extensive information on test development, norms, reliability, validity, etc. Reliability ranges from .61 to .88 (split-half), and from .71 to .89 (alternate form).

Are there norm data available for interpreting the results?

Yes, standard norms are provided.

Peabody Picture Vocabulary Test - Revised

Purpose

The selection and administration of the Peabody Picture Vocabulary Test - Revised (PPVT-R) was used to address the following decision and evaluation questions:

Decision Question D-1: Should the Bilingual Preschool Program be adopted by the District as it is? If not, what components of the program should the District undertake?

Decision Question D-2: What components of the Program should be modified to accomplish the objectives of the Program more fully?

Evaluation Question D1-4, D2-1: Has the program impacted English language skills?

Evaluation Question D2-4: How do children in Title VII Pre-K compare in terms of academic achievement with other Pre-K programs within the District?

Evaluation Question D2-3: Is there a long-term impact on language skills?

Procedures

The PPVT-R was administered twice during the 1981-82 school year to children enrolled in the prekindergarten programs of the AISD; Title VII, Migrant and Title I. Children from three other groups were tested; first year Title VII students who are attending kindergarten, a control group and a comparison group. These three groups were tested only once. Figure A-1 identifies the groups tested during the 1981-82 school year. The pretest was administered from October 19th to November 3, 1981. The posttest was given from April 19, 1982 to May 10, 1982.

A control group was randomly selected from among the 1981-82 applicants to the Title VII Preschool Project. These children were tested on May 6 and 7, 1982 at Sanchez Elementary. Parents of children in the control group received a letter explaining the nature of the PPVT-R and the schedule for testing. Originally, ten children were selected as the control group members. However, it was learned that two children were registered in other prekindergartens. A third child moved out of the community. These three children were released from the control group.

Group	Pretested October 81	Posttested April 82
Title VII Preschool	Yes	Yes
Title I and Migrant	Yes	Yes
Title VII First Year Students (current kindergarteners)	No	Yes
Title VII Control Group	No	Yes
Emmanuel Child, Inc (comparison group)	No	Yes

FIGURE A-1. GROUPS TESTED DURING 1981-82 SCHOOL YEAR.

The following comparisons were conducted:

Title VII with Title I and Migrant

Title VII students with Title VII first year students

Title VII with control group and with Emmanuel Child, Inc. (comparison group)

In order to observe effects produced by a different curriculum, students from the Emmanuel Child, Inc. were also tested with the PPVT-R on May 10, 1982 at their center, Emmanuel Baptist Church, 200 Brushy, Austin, Texas.

Since the PPVT-R is an individually administered test, two bilingual testers were given training in administration and scoring of the PPVT-R. Practice testing was conducted before testing took place. The PPVT-R was administered during pre- and posttesting by the most experienced tester.

The PPVT-R has two forms - L and M. Both forms were used in testing. Half the children in each class were randomly assigned Form M for the pretesting. The opposite form was given to the child for a posttest. Therefore, each child that was pre- and posttested has a Form L and Form M score. Furthermore, all Title VII students were also administered the Spanish version of the PPVT during the same day of the pre- and posttests. The order of the tests was reversed during posttesting. Those students who were tested first with the English PPVT were tested first in Spanish during posttesting. The questions addressed and the results of the Spanish PPVT are addressed in Appendix B.

Attachment A-1 contains the file layout for the data file used for the analyses of this section. It is accessible under the name code PPVTTOT on tape A020 at the University of Texas at Austin.

Analyses

To analyze the data obtained from PPVT-R testing, several statistical procedures were conducted. A t-test was used to compare pre- and posttests averages for the Project students and also to compare the results from one Title VII school with the control and comparison groups. To address the comparison among AISD's programs, a series of regression model comparisons were used. Models used in comparing the three groups are shown in Attachment A-2. Regression information from the models in Attachment A-3 can be used to test several hypotheses. Are the lines linear rather than curvilinear? If the lines are curvilinear, is the degree of curvature the same at all levels of the pretest (different slopes)? Are differences between the groups the same at all levels of the pretest (different slopes)? Are there any differences between groups (different intercepts)? More information about the models and hypotheses is contained in Figure A-7. The unit of analysis was standard scores. It is a score that adjusts raw scores to age.

HAS THE PROJECT IMPACTED ENGLISH LANGUAGE SKILLS?

Yes. The English skills of the Title VII participants improved from pretest to posttest. A t-test was conducted to compare means attained by Title VII Preschool students in the PPVT-R. The results of this test indicate that the average standard score achieved at posttest is greater than the pretest average. Furthermore, the difference is statistically significant at the 0.05 probability level. Results of this test are presented in Figure A-2.

	N	MEAN	DIFF.	SD	SE	T. VALUE	DF	SIGNIFICANCE
PRETEST		69.57		28.44	2.84			
	100		8.22			5.73	99	$p < 0.05$
POSTTEST		77.79		26.44	2.64			

FIGURE A-2. COMPARISON OF PRE- AND POSTTEST STANDARD SCORE MEANS FOR THE TITLE VII BILINGUAL PRESCHOOL PROJECT.

PPVT-R scores attained by one of the Title VII classes were compared to those attained by a control group in order to test whether or not the difference between pre- and posttest means could be attributed to Project's effects. Results from a t-test indicate that there is a significant difference which favors the Title VII Pre-k group. Therefore, the improvement in language achievement may be attributed to the Project's effects. Figure A-3 presents the results of this test.

GROUPS	N	MEANS	DIFF.	SD	SE	T. VALUE	DF	SIGNIFICANCE
Sánchez Elementary	17	76.47		24.90	6.04			
			32.05			3.13	22	P .05
Control Group	7	44.42		15.91	6.01			

FIGURE A-3. COMPARISON OF MEANS BETWEEN TITLE VII SHANCEZ ELEMENTARY AND A CONTROL GROUP.

Another comparison procedure was conducted. The chief reason for this comparison was to explore the effects of instructional materials currently not used by the AISD. It is one of the goals of AISD's Title VII Preschool Project to search for better ways to serve its target population. Posttest results attained by the Project's students at Sánchez Elementary were compared to PPVT scores attained by a group of students from Emmanuel Child, Inc. which is a prekindergarten project located in the same community as Sánchez Elementary. While Title VII uses the Bilingual Early Childhood Program (BECP) as its core set of instructional materials, Emmanuel draws its units and materials from the Portage Project. Results show that Title VII students attained a greater standard score average that the comparison group; however, the difference is not significantly different. Figure A-4 presents the results of this test.

GROUPS	N	MEANS	DIFF.	SD	SE	T. VALUE	DF	SIGNIFICANCE
Sánchez Elementary	17	76.47		24.90	6.04			
			7.60			1.07	23	Not Significant
Emmanuel Center	8	68.87		10.45	3.69			

FIGURE A-4. COMPARISON OF MEANS BETWEEN TITLE VII'S SÁNCHEZ ELEMENTARY AND EMMANUEL CHILD, INC. (Comparison Group).

Attachment A-4 shows the frequency distribution of standard scores for pre- and posttest obtained by Title VII Project students. Figure A-5 presents a frequency distribution of pre- and posttest standard scores for LEP students according to an interpretative scale defined by PPVT. Figure A-6 depicts graphically this distribution. It can be concluded that despite improved achievement in English, the participants need further language development.

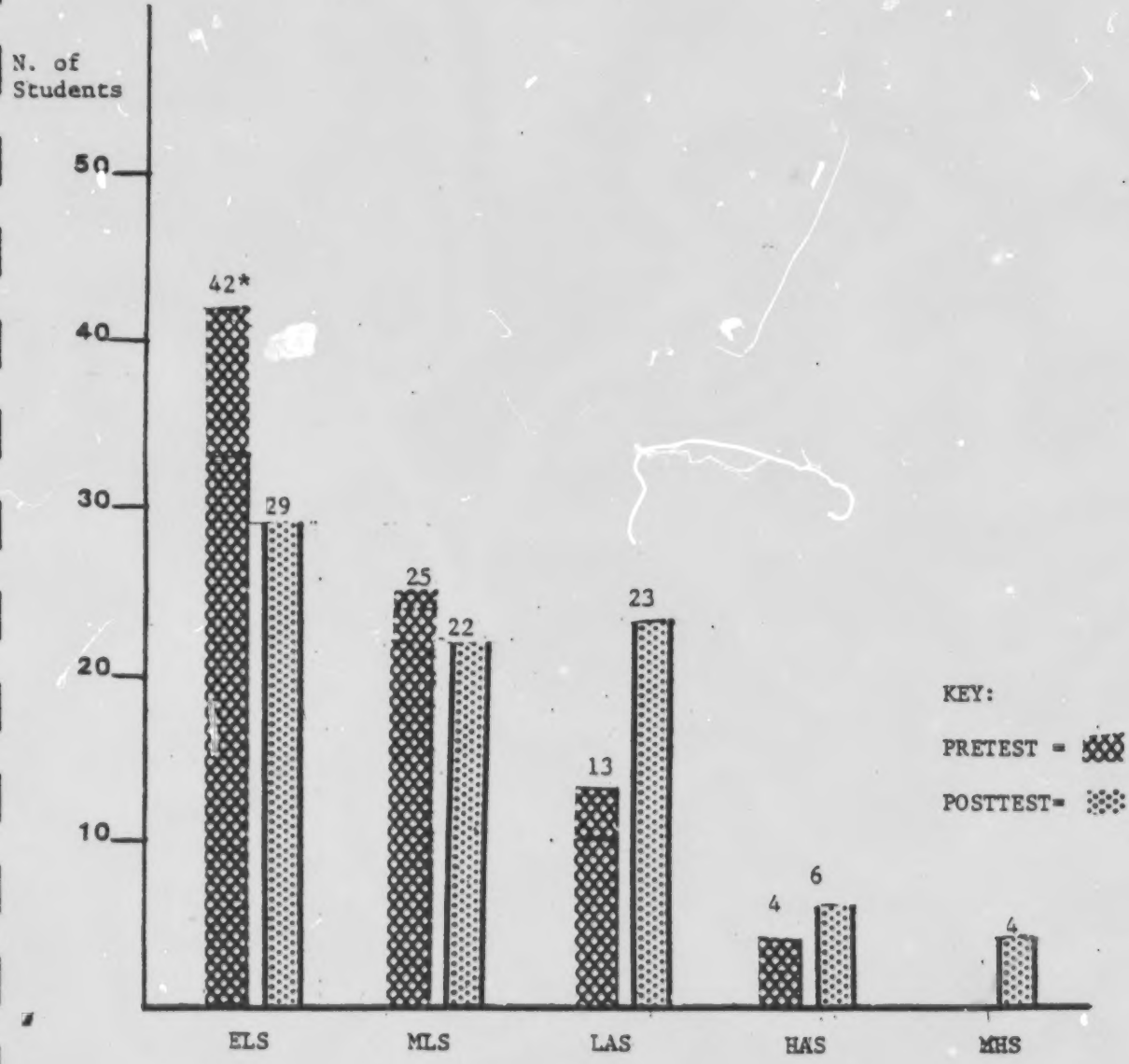
INTERPRETATIVE CATEGORIES	PRETEST			POSTTEST		
	N. OF CASES	CUMULATIVE FREQUENCIES		N. OF CASES	CUMULATIVE FREQUENCIES	
EXTREMELY LOW SCORES S.S.* = 1-70	42	42	50%	29	29	34%
MODERATELY LOW SCORES S.S. = 71-85	25	67	82%	22	51	60%
LOW AVERAGE SCORES S.S. = 86-100**	13	80	95%	23	74	88%
HIGH AVERAGE SCORES S.S. = 101-115	4	84	100%	6	80	95%
MODERATE HIGH SCORE S.S. = 116-130	0			4	84	100%
EXTREMELY HIGH SCORES S.S. = 131- +						

* These figures are standard scores.

** 100 standard score points equals the 50 percentile of the national norm.

Note: The table includes only LEP students who were pre- and posttested during the 1981-82 school year.

FIGURE A-5. FREQUENCY DISTRIBUTION OF STANDARD SCORES ACCORDING TO A PPVT INTERPRETATIVE CLASSIFICATION.



* Number of students represented by each column.

ELS = Extremely Low Score

MLS = Moderately Low Score

LAS = Low Average Score

HAS = High Average Score

MHS = Moderately High Score

FIGURE A-6. FREQUENCY DISTRIBUTION OF LEP STUDENTS ACCORDING TO A PPVT INTERPRETATIVE CLASSIFICATION.

HOW DO CHILDREN IN TITLE VII COMPARE IN TERMS OF ACADEMIC ACHIEVEMENT WITH OTHER PRESCHOOL PROGRAMS IN THE DISTRICT?

All students with a valid pre- and posttest were included in the comparison among programs. In order to obtain a more valid result all scores were included regardless of whether or not the children reached the basal level on the PPVT. To address the comparison among AISD's prekindergartens a series of regression model comparisons were used. Information on the models used in comparing the groups is presented in Attachment A-2. A comparison of Model 1 versus Model 5 proved significant, indicating that the data were curvilinear. Figure A-7 gives the F values of each model comparison that was made. A comparison of Model 1 versus Model 2 also proved to be statistically significant, indicating that the quadratic component was not the same for the three programs. Thus, Model 1 was considered to be the best model for showing differences between the groups.

Figure A-8 plots the results from Model 1. The horizontal axis reflects the Fall 1981 pretest scores on the PPVT, while the vertical axis plots the Spring 1982 posttest scores. The Title I students are represented by a solid line, while the Migrant students are shown by the line containing "X's", and the Title VII students are represented by a line containing squares. As can be seen from Figure A-8 the Title I students showed greater gains than other students at all levels but the highest pretest levels. Migrant students made greater gains than Title VII students at the lowest pretest levels while the reverse was true for those with moderate pretest scores where Title VII students made greater gains. It should be noted that the scores for all students were compared to standardized national norms on which no gain in standard scores would be expected normally. However, Title VII Preschool Project attained an average gain of 7.53, Title I Migrant 7.71 and Title I 12.42. While the populations served by Migrant and Title VII are of similar language characteristics and ethnic composition, Title I is not.

F VALUES FOR SPSS REGRESSION RESULTS—THREE GROUP CASE

GRADE = 0
TEST = ALL VALID
NUMBER OF CASES = 323

MODEL 1 VS MODEL 5—CURVILINEAR VS LINEAR

SUM OF SQUARES, MODEL 1 = 44370.10976
SUM OF SQUARES, MODEL 5 = 45989.4666
DF = 3, 314 F = 3.333160946950587 (p < .05)

MODEL 1 VS MODEL 2—COMMON QUADRATIC PORTION

SUM OF SQUARES, MODEL 1 = 44370.10976
SUM OF SQUARES, MODEL 2 = 45903.07876
DF = 2, 314 F = 4.695436787723986 (p < .05)

MODEL 2 VS MODEL 3—PARALLEL CURVILINEAR SLOPES

SUM OF SQUARES, MODEL 2 = 45903.07876
SUM OF SQUARES, MODEL 3 = 49629.51194
DF = 2, 316 F = 12.82631313037984 (p < .05)

MODEL 1 VS MODEL 3—PARALLEL LINEAR SLOPES

SUM OF SQUARES, MODEL 1 = 44370.10976
SUM OF SQUARES, MODEL 3 = 49629.51194
DF = 4, 314 F = 8.910973593483021 (p < .05)

MODEL3 VS MODEL 4—EQUAL QUADRATIC INTERCEPTS

SUM OF SQUARES, MODEL 3 = 49629.51194
SUM OF SQUARES, MODEL 4 = 52397.38028
DF = 2, 318 F = 8.867527583024629 (p < .05)

MODEL 5 VS MODEL 6—COMMON LINEAR SLOPES

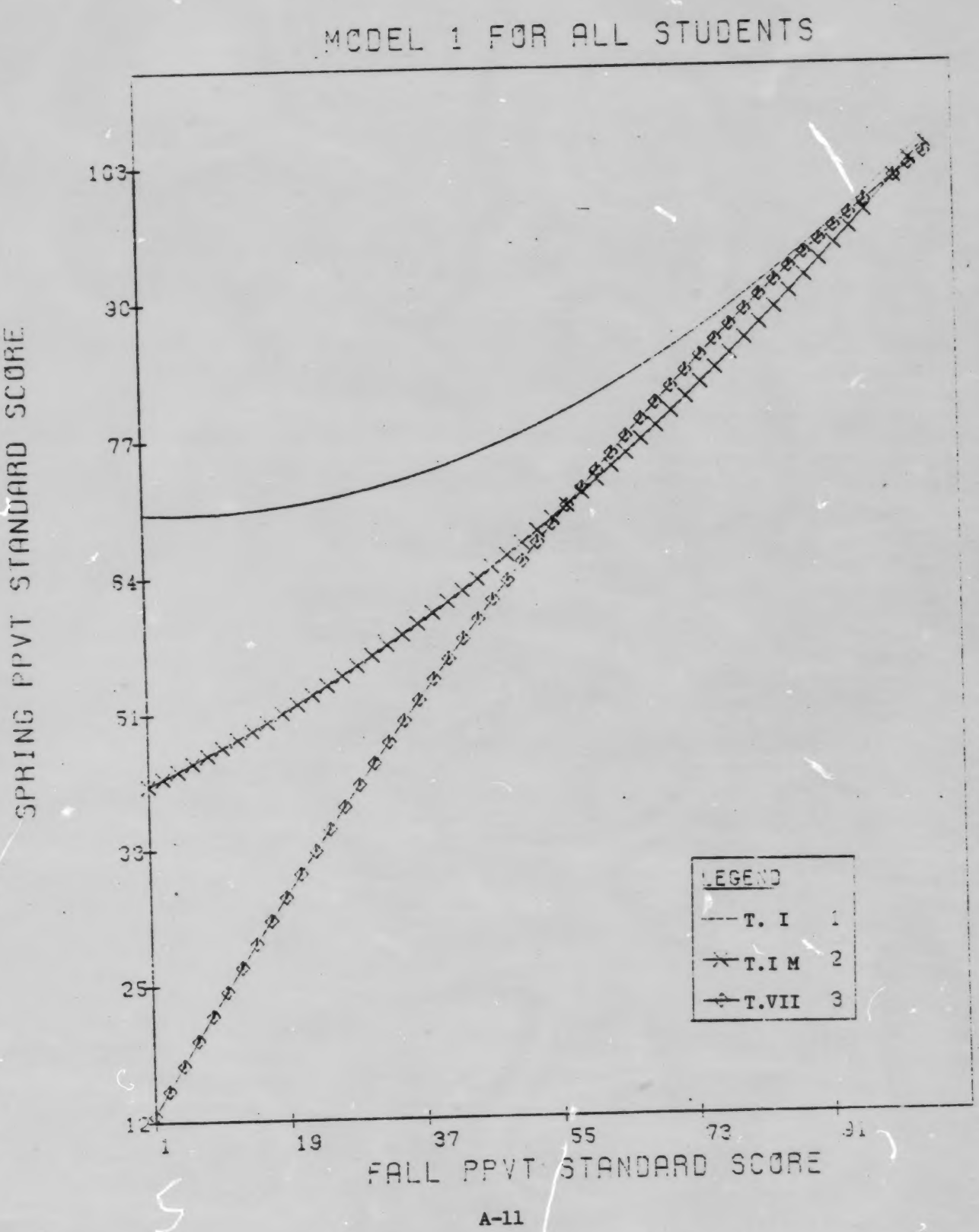
SUM OF SQUARES, MODEL 5 = 45989.4666
SUM OF SQUARES, MODEL 6 = 49719.17978
DF = 2, 317 F = 12.85423777952667 (p < .05)

MODEL 6 VS MODEL 7—COMMON LINEAR INTERCEPTS

SUM OF SQUARES, MODEL 6 = 49719.17978
SUM OF SQUARES, MODEL 7 = 52837.22445
DF = 2, 319 F = 10.00274825718539 (p < .05)

Figure A-7. F-TESTS FOR ALL STUDENTS IN EACH OF THREE GROUPS.

81.72


MODEL 1 FOR ALL STUDENTS
SPRING PPVT STANDARD SCORE
103
90
77
64
51
38
25
12
1
19
37
55
73
91
FALL PPVT STANDARD SCORE
LEGEND
T. I 1
T.I M 2
T.VII 3

A-11

IS THERE A LONG TERM IMPACT ON LANGUAGE SKILLS?

A follow-up study of former Title VII students was conducted during this year. The follow-up consisted in the administration of two tests, PPVT-R and ITBS. The latter is administered to all kindergarteners in the District as a standard procedure. The ITBS results are discussed in appendix G of this report.

The PPVT-R was administered to students who were classified as of limited English proficiency during the first year of operation of the Title VII Bilingual Preschool Project (1980-81). PPVT-R was administered to 75 former students who were enrolled in the District's kindergartens. They attained an average standard score of 84.09 points with a standard deviation of 15.23. This average score is higher than the average score attained by the same group during the Spring 1981 administration of the PPVT-R as a posttest. During that testing they scored an average standard score of 77.79 points with a standard deviation of 15.23. The results of the Spring 1982 test indicate that language development continues improving. However, their scores as a group are still below the national norm.

HOW DID THIS YEAR'S SCORES COMPARE TO 1980-81' SCORES?

Figure A-9 presents a summary of statistics attained during the first and second year of the Project.

FIRST YEAR OF THE PROGRAM*	SECOND YEAR OF THE PROGRAM*
Number of students tested: 51	Number of students tested: 84
PRETEST : Average = 69.19** Standard Deviation=23.81	PRETEST : Average = 65.12** Standard Deviation=26.81
POSTTEST: Average = 80.76 Standard Deviation=19.43	POSTTEST : Average = 72.40 Standard Deviation=25.68
Average standard score gain: 11.57	Average standard score gain: 7.28

* These statistics are for LEP students who have a pre- and posttest score only.

** The figures represent standard scores points.

FIGURE A-9. SUMMARY OF 1980-81 and 1981-82 TITLE VII PRESCHOOL PROJECT.

Conclusions:

The results of the PPVT-R indicate that the Title VII Bilingual Preschool Project had a positive effect on the English language skills of the children enrolled. They also demonstrate that the children who participated in this project benefited more than those who stayed at home. However, despite the improvement demonstrated, these students need further development in English language skills. In comparing programs within the District, the test showed that Title I Migrant was more effective with the lowest scoring population than Title VII. Although the PPVT-R measures only one aspect of learning, other components of the evaluation will be analyzed to provide possible hypotheses to explain that finding.

81.72

FILE LAYOUT

LABEL ID _____ TAPE NO. A 020 PPVTTOT BY: _____

BLOCKSIZE _____ CHARACTERS _____ DATE CREATED: _____

RECORD SIZE _____ CHARACTERS _____ SUG. SCRATCH DATE: _____

_____ DENSITY _____ BPI

PEABODY PICTURE VOCABULARY TEST SCORES SEQUENCE _____

DESCRIPTION The file contains PPVT-R scores for 1981-82 for all

REMARKS AISD prekindergarteners. It includes Title I, Title I Migrant and Title VII Bilingual Preschool

NO. OF COLS.	COLUMNS FROM	TO	DATA FORMAT	FIELD NAME	REMARKS
3	1	3	Alpha	File Name	(ASC)
1	4	4			(Blank
21	5	25	Alpha	Name	(last name-space-first name)
1	26	26	Alphanumeric	Sex	(1=female; 2=male)
3	27	29	"	School Code	(See attachment "A")
2	30	31	"	Teacher Code	(See attachment "B")
1	32	32	"	Tester	(See attachment "C")
2	33	34	"	Age	(in months)
1	35	35	"	Form	(L= 1; M=2)
1	36	36	"	Program	(Title I=1; Migrant=2 T.VII=3)
1	37	37	"	Language Dominance	(English=1; Spanish=2; Other=3)
1	38	38	"	Basal	(yes=1; No= 2)
1	39	39	"	Time of Year	(pre = 1 ; post =2)
2	40	41		Raw Score	
3	42	44	"	Standard Score	
2	45	46	"	Percentile Score	
1	47	47	"	Possibly Invalid	(1= Yes)
1	48	48	"	Race	(Amer. Indian= 1; Asian =2
					Black= 3; Hispanic=4
					Anglo/other = 5)
1	49	49	"	Lang. Classification	(1= LEP; 2 = Non-LEP
3	60	62	"	PPVT Spanish Raw	
				Scores.	

Attachment "A"

Allan = 142
Allison = 101
Becker = 104
Brooke = 108
Brown = 109
Dawson = 114
Govalle = 116
Maplewood = 122
Metz = 124
Norman = 150
Ortega = 126
Ridgetop = 133
Rosewood = 135
St. Elmo = 136
Sanchez = 127
Sims = 139

Title VII control group = 000

Attachment "B"

Hinte (Allan) = 01
Alonzo (Allan) = 02
Biel (Allison) = 03
Garza (Allison) = 04
Mitchell (Becker) = 05
Ramirez (Brooke) = 06
Guerra (Brooke) = 07
Martin (Brown) = 08
Ferguson (Brown) = 09
Bahr (Dawson) = 10
Luna (Govalle) = 11
Carter (Maplewood) = 12
Martinez (Metz) = 13
Alaniz (Norman) = 14
Castillo (Ortega) = 15
Webb (Ortega) = 16
Peterson (Ridgetop) = 17
Menchaca (Rosewood) = 18
Alvarado (St. Elmo) = 19
Saucedo (Sanchez) = 20
Garcia (Sanchez) = 21
Diefendorf (Sims) = 22

Attachment "C"

CA (Cynthia Angell) = 1
KH (Karen Havholm) = 2
FO (Fran Olson) = 3
CC (Catherine Christner) = 4
MA (Martin Arocena) = 5
BB (Bertha Bravo) = 6
WW (Wanda Washington) = 7
AB (Alice Breard) = 8

FILE LAYOUT OF VARIABLES USED FOR FILE A020 SECONDZ.

VARIABLE	FORMAT	RECORD	COLUMNS
SEX	F 1. 0	1	26- 26
SCHOOL	F 3. 0	1	27- 29
TEACH	F 2. 0	1	30- 31
TESTER1	F 1. 0	1	32- 32
AGE1	F 2. 0	1	33- 34
FORM1	F 1. 0	1	35- 35
PROG	F 1. 0	1	36- 36
LANG	F 1. 0	1	37- 37
BASAL1	F 1. 0	1	38- 38
TIME	F 1. 0	1	39- 39
RAWPRE	F 2. 0	1	40- 41
STANPRE	F 3. 0	1	42- 44
PERCPRE	F 2. 0	1	45- 46
INVAL1	F 1. 0	1	47- 47
RACE	F 1. 0	1	48- 48
LEP	F 1. 0	1	49- 49
SPANPRE	F 3. 0	1	60- 62
TESTER2	F 1. 0	2	32- 32

VARIABLE	FORMAT	RECORD	COLUMNS
AGE2	F 2. 0	2	33- 34
FORM2	F 1. 0	2	35- 35
BASAL2	F 1. 0	2	38- 38
RAWPOS	F 2. 0	2	40- 41
STANPOS	F 3. 0	2	42- 44
PERCPOS	F 2. 0	2	45- 46
INVAL2	F 1. 0	2	47- 47
SPANPOS	F 3. 0	2	60- 62

MODEL SPECIFICATION AND ANALYSIS

A series of linear models was used to make comparisons among the three programs on the pattern of achievement gains. A description of each model is as follows:

Model 1: Contains separate linear, curvilinear and group membership components for each program. This allows for independent curvilinear regression lines.

Model 2: Contains separate linear and group membership components, but a common curvilinear vector. This requires the quadratic component of the regression lines to be equal for each group, although the intercepts and slopes may differ for each group.

Model 3: Contains separate group membership vectors but common linear and curvilinear vectors. This requires parallel curvilinear regression lines, although intercepts may differ.

Model 4: Contains only a common linear and a common curvilinear vector. This requires parallel curvilinear regression lines with a common intercept.

Model 5: Contains separate linear and group membership vectors, and no curvilinear vectors. This allows independent linear regression lines.

Model 6: Contains separate group membership vectors, a common linear vector and no curvilinear vectors. This requires common linear slopes, although the intercepts may differ.

Model 7: Contains only a common linear vector for each group. This requires common linear slopes and common intercepts.

The following comparisons were made to test for differential patterns among the three programs:

Model 1 vs Model 2: This tests whether the lines are curvilinear or linear. The results determine whether one examines the curvilinear or linear cascades for the best solution.

Model 1 vs Model 2: This tests whether the degree of curvilinearity is the same for each group; i.e., whether the quadratic components of the regression lines are equal for all groups.

Model 2 vs Model 3: This comparison determines whether the slopes of the regression lines are equal for all groups.

Model 1 vs Model 3: This tests whether the lines are parallel, in effect making the above two comparisons simultaneously.

Model 3 vs Model 4: This tests whether the lines are separate or have the same intercept, given that they are curved and parallel.

Model 5 vs Model 6: This tests whether the groups have common linear slopes.

Model 6 vs Model 7: This tests whether the groups have common linear intercepts.

In general, one first makes the Model 1 vs Model 5 comparison. If this test is significant, one examines the next four comparisons of Models 1, 2, 3, and 4. If the Model 1 vs Model 5 comparison is not significant, one examines the last two comparisons testing Models 5, 6, and 7.

CASE3

Variables

U = unit vector

1 = posttest

2 = pretest

3 = pretest if group 1; 0, otherwise

4 = pretest if group 2; 0, otherwise

5 = pretest if group 3; 0, otherwise

6 = pretest squared (variable 2 squared)

7 = variable 3 squared

8 = variable 4 squared

9 = variable 5 squared

10 = 1 of group 1; 0, otherwise

11 = 1 if group 2; 0, otherwise

12 = 1 if group 3; 0, otherwise

Models		Comments
Model 1	1 = U + 3 + 4 + 5 + 7 + 8 + 9 + 10 + 11 + 12	Allows independent curvilinear regression lines.
Model 2	1 = U + 3 + 4 + 5 + 6 + 10 + 11 + 12	Requires quadratic component of lines to be equal for each group. Intercepts may differ.
Model 3	1 = U + 2 + 6 + 10 + 11 + 12	Requires parallel curvilinear regression lines. Intercepts may differ.
Model 4	1 = U + 2 + 6	Requires parallel curvilinear regression lines with common intercept.
Model 5	1 = U + 3 + 4 + 5 + 10 + 11 + 12	Allows independent (different) linear (straight line) regression lines.
Model 6	1 = U + 2 + 10 + 11 + 12	Requires common linear slopes; and intercepts may differ.
Model 7	1 = U + 2	Requires common linear slopes and common intercepts.

ATTACHMENT A-4
(Page 1 of 2)

FREQUENCY DISTRIBUTION OF STANDARD SCORES ON THE PPVT-R FOR PRETEST, FALL 1981.

STANPRE

STANDARD SCORES	FREQ	ADJ PCT	CUM PCT	STANDARD SCORES	FREQ	ADJ PCT	CUM PCT	STANDARD SCORES	FREQ	ADJ PCT	CUM PCT
1.	1	1	1	54.	1	1	30	88.	3	3	73
13.	2	2	3	58.	1	1	31	90.	2	2	75
16.	2	2	5	59.	1	1	32	91.	1	1	76
18.	1	1	6	60.	5	5	36	92.	3	3	79
19.	1	1	7	68.	2	2	38	93.	1	1	79
20.	1	1	7	70.	1	1	39	94.	2	2	81
21.	1	1	8	71.	2	2	41	95.	1	1	82
23.	1	1	9	72.	2	2	43	96.	1	1	83
24.	1	1	10	73.	1	1	44	97.	3	3	86
27.	2	2	12	74.	1	1	45	98.	2	2	88
28.	2	2	14	76.	2	2	47	99.	2	2	90
30.	1	1	15	77.	1	1	48	100.	3	3	93
33.	2	2	17	78.	4	4	51	101.	2	2	94
35.	1	1	18	79.	2	2	53	102.	1	1	95
37.	2	2	20	80.	2	2	55	103.	1	1	96
38.	1	1	21	81.	1	1	56	104.	1	1	97
41.	1	1	21	82.	5	5	61	108.	1	1	98
44.	1	1	22	83.	2	2	63	115.	1	1	99
46.	4	4	26	84.	2	2	64	145.	1	1	100
47.	2	2	28	85.	4	4	68				
52.	1	1	29	86.	2	2	70				

VALID CASES 107 MISSING CASES 0

FREQUENCY DISTRIBUTION OF STANDARD SCORES ON THE PPVT-R FOR POSTTEST SPRING 1982.

STANPOS

STANDARD SCORES	FREQ	ADJ PCT	CUM PCT	STANDARD SCORES	FREQ	ADJ PCT	CUM PCT	STANDARD SCORES	FREQ	ADJ PCT	CUM PCT
17.	1	1	1	64.	1	1	29	91.	1	1	71
21.	1	1	2	65.	2	2	30	92.	3	3	73
22.	1	1	3	66.	1	1	31	93.	3	3	76
24.	2	2	4	68.	1	1	32	94.	2	2	78
26.	1	1	5	69.	1	1	33	95.	1	1	79
27.	4	4	9	73.	1	1	34	97.	1	1	79
30.	1	1	10	74.	3	3	37	98.	1	1	80
33.	1	1	11	76.	1	1	38	99.	1	1	81
34.	1	1	12	77.	1	1	38	100.	2	2	83
37.	1	1	13	78.	3	3	41	101.	4	4	87
38.	3	3	15	79.	1	1	42	103.	3	3	89
40.	2	2	17	80.	5	4	46	105.	2	2	91
41.	2	2	19	81.	1	1	47	108.	1	1	92
45.	1	1	20	83.	2	2	49	109.	1	1	93
47.	1	1	21	84.	2	2	51	112.	1	1	94
49.	1	1	21	85.	4	4	54	114.	2	2	96
55.	1	1	22	86.	2	2	56	118.	2	2	97
57.	2	2	24	87.	5	4	61	120.	2	2	99
60.	1	1	25	88.	7	6	67	121.	1	1	100
62.	2	2	27	89.	2	2	69				
63.	1	1	28	90.	1	1	70				

MISSING DATA

CODE	FREQ	CODE	FREQ	CODE	FREQ
-0	7				

VALID CASES 112 MISSING CASES 7

TITLE VII BILINGUAL PRESCHOOL

APPENDIX B

PEABODY PICTURE VOCABULARY TEST, SPANISH

81.72 INSTRUMENT DESCRIPTION: PEABODY PICTURE VOCABULARY TEST, SPANISH VERSION.

Brief description of the instrument:

The Spanish PPVT is based on the English version of the test. The same cue pictures are used. The cue words, however, are spoken in Spanish.

To whom was the instrument administered?

To all Title VII participants and also to a control group.

How many times was the instrument administered?

The instrument was administered twice.

When was the instrument administered?

The PPVT-S was administered first as a pretest on October 19, 1981 through November 3, 1981. It was administered as a posttest from April 19, 1982 through May 10, 1982.

Where was the instrument administered?

In designated areas chosen by the school administration, in each of the six Title VII schools.

Who administered the instrument?

The pretest was administered by the Title VII Evaluator. The posttest was given by a bilingual individual hired specifically for this task.

What training did the administrators have?

The testers were trained in the administration of the test and scoring procedures by ORE personnel.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No.

Who developed the instrument?

The PPVT-S was designed by Ann Washington from the MacAllen Independent School District. It is an adaptation from the PPVT designed by Dunn and Dunn.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Peabody Picture Vocabulary Test

Purpose

The selection and administration of the Peabody Picture Vocabulary Test (PPVT) Spanish version was used to address the following decision and evaluation questions:

Decision Question D1: Should the Bilingual Preschool Project be adopted by the District as it is? If not, what components of the program should the District undertake?

Decision Question D2: What components of the Project should be modified to accomplish the objectives of the Project more fully?

Evaluation Question D1-5: Has the Project impacted Spanish language skills?

Evaluation Question D1-8: Is the BECP responsive to the skill development of preschool children?

Procedures

The Spanish Peabody Picture Vocabulary Test (PPVT-S) is an instrument based on the English version. It was adapted to Spanish by Ann Washington from the Mac Allen Independent School District. The test utilizes the same book of plates that the English version does. However, the cue words are given in Spanish.

The PPVT-S is an individually administered, untimed test. It was given twice during the 1981-82 school year to participants of the Title VII Project and also to a control group. The pretest was administered from October 19,1981 to November 3, 1981 and the posttest was administered from April 19, 1982 to May 10, 1982.

The tests were conducted by two bilingual testers who were trained in test administration and scoring procedures. Hands-on training was conducted. Training was conducted prior to the actual testing.

The PPVT-S was administered at the six Title VII schools. Test areas were designated at each of the schools.

The initial intent of the evaluation component was to have a control group for each school. This goal was not achieved. However, a control group at the Sanchez Elementary site was identified and this group consisted of 10 Project applicants who met the required qualifications but who were not selected in the random selection of participants. ORE kept in

contact with the control group through telephone calls and correspondence. Two control subjects were released after it was learned that they had enrolled in other prekindergartens. A third one had the telephone disconnected and did not respond to written correspondence. Thus, the control group was reduced to seven of the original individuals. Testing for this group was conducted at Sánchez Elementary.

Analyses

The PPVT-Spanish version (PPVT-S) does not have norm data. Therefore, raw scores were used as the unit of analysis. A test was used to compare the pre- and posttest means. Project's effects were also examined. The data is stored at the University of Texas at Austin and is accessible under the name A020 PPVTTOT. The variable layout is presented in Attachment A-1.

Results

Pre- and posttest scores were obtained for 94 of the 108 students, and seven children from the control group were also tested. Results from the comparison of means test indicates that the children's vocabularies in Spanish had improved. The difference of means was statistically significant. Figure B-1 shows the results of the t-test.

N	Pretest Mean	Posttest Mean	Difference	t value	Significance
94	23.92	26.97	3.05	3.32	P<0.05
	SD	SD	SD		
	13.80	14.86	8.92		

FIGURE B-1. PRE- AND POSTTEST COMPARISON OF MEANS FOR SPANISH PPVT's RAW SCORES.

Figure B-2 presents the results of the comparison between Sanchez and the control group regarding Spanish language development. The procedure did not identify significant differences among these two groups. Thus, the Project's effects on the Spanish language skills could not be established.

GROUPS	N	MEAN	SD	DIFFERENCE	t	SIGNIFICANCE
SÁNCHEZ ELEM.	18	23.00*	12.49			
				7.00	1.17	n s
CONTROL	7	30.00*	16.83			

* These figures are raw score points.

FIGURE B-2. COMPARISON OF MEANS FOR SÁNCHEZ ELEMENTARY AND CONTROL GROUP.

Attachment B-1 reports the frequency distribution of the Title VII prekindergarten scores obtained from the PPVT-S.

Conclusion:

Results attained by Title VII students in the PPVT-S indicate that the Spanish language skills of the group improved from pre- to posttest. However, this improvement cannot be attributed to the Title VII Project since results were not significantly different from those of a control group.

FREQUENCY DISTRIBUTION OF PPVT, SPANISH VERSION SCORES* . FOR POSTTEST.

SPANPRE

RAW SCORES	FREQ[1]	ADJ PCT[2]	CUM PCT[3]	RAW SCORES	FREQ	ADJ PCT	CUM PCT	RAW SCORES	FREQ	ADJ PCT	CUM PCT
0	1	1	1	18.	7	7	38	36.	2	2	77
1.	1	1	2	19.	7	7	45	37.	2	2	79
2.	1	1	3	20.	4	4	49	38.	5	5	83
3.	2	2	5	21.	2	2	50	39.	2	2	85
4.	4	4	8	22.	1	1	51	40.	2	2	87
5.	3	3	11	23.	1	1	52	41.	1	1	88
6.	1	1	12	24.	2	2	54	43.	2	2	90
7.	3	3	15	25.	1	1	55	44.	2	2	92
8.	2	2	17	26.	2	2	57	47.	2	2	93
9.	1	1	18	27.	2	2	59	48.	1	1	94
10.	1	1	19	28.	1	1	60	50.	1	1	95
12.	1	1	20	30.	2	2	62	51.	1	1	96
13.	3	3	22	31.	6	6	67	52.	1	1	97
14.	3	3	25	32.	1	1	68	53.	1	1	98
15.	1	1	26	33.	4	4	72	57.	1	1	99
16.	2	2	28	34.	2	2	74	61.	1	1	100
17.	4	4	32	35.	1	1	75				

MISSING DATA

CODE	FREQ	CODE	FREQ	CODE	FREQ
-0	12				

VALID CASES 107 MISSING CASES 12

* These are raw scores.

1. FREQ = Frequency
2. ADJ PCT = Adjusted Percentage
3. CUM PCT = Cumulative Percentage

FREQUENCY DISTRIBUTION OF PPVT-SPANISH SCORES*FOR THE POSTTEST.

SPANPOS

RAW SCORES	FREQ[1]	ADJ PCT[2]	CUM PCT[3]	RAW SCORES	FREQ	ADJ PCT	CUM PCT	RAW SCORES	FREQ	ADJ PCT	CUM PCT
2.	1	1	1	21.	2	2	43	40.	3	3	77
3.	5	5	6	22.	2	2	45	41.	1	1	78
4.	3	3	8	23.	1	1	46	42.	2	2	80
6.	1	1	9	24.	1	1	47	44.	2	2	82
7.	1	1	10	25.	3	3	50	45.	3	3	85
8.	1	1	11	27.	3	3	53	46.	3	3	88
10.	1	1	12	28.	1	1	54	47.	4	4	92
11.	2	2	14	29.	4	4	58	48.	1	1	92
12.	4	4	18	30.	2	2	59	49.	1	1	93
13.	1	1	19	31.	1	1	60	51.	2	2	95
14.	8	8	26	32.	1	1	61	52.	1	1	96
15.	1	1	27	33.	1	1	62	53.	1	1	97
16.	2	2	29	34.	3	3	65	55.	1	1	98
17.	3	3	32	35.	3	3	68	56.	1	1	99
18.	3	3	35	36.	1	1	69	62.	1	1	100
19.	4	4	39	38.	1	1	70				
20.	3	3	42	39.	5	5	75				

MISSING DATA

CODE	FREQ	CODE	FREQ	CODE	FREQ
-0	13				

VALID CASES 106 MISSING CASES 13

* These are raw scores

1. FREQ = Frequency
2. ADJ PCT = Adjusted Percentage
3. CUM PCT = Cumulative Percentage

TITLE VII BILINGUAL PRESCHOOL

APPENDIX C

EARLY CHILDHOOD OBSERVATION FORM

81.72

Instrument Description: Early Childhood Observation Form.

Brief description of the instrument:

Structured classroom observations were based upon the Early Childhood Observation Form - Part B. It is a record of minute by minute school activities following a pupil for the entire school day. Several variables are recorded such as language used, average group size, minutes of structured, unstructured, instructional and non-instructional activities.

To whom was the instrument administered?

To selected children in Title VII Preschool Project.

How many times was the instrument administered?

During the 1981-82 school year, twenty-six observations were conducted.

When was the instrument administered?

The observations were conducted during the month of March and the first two weeks of April, 1982.

Where was the instrument administered?

The observations were conducted in all Title VII preschool classes.

Who administered the instrument?

Two observers were hired specifically for this task.

What training did the administrators have?

The administrators were trained by ORE in observation techniques. They were also instructed in the variables to be observed. Furthermore, the first two observation sessions for each observer were considered practice. They were accompanied by the evaluator and problems were discussed afterwards.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None.

Who developed the instrument?

ORE.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

CLASSROOM OBSERVATIONS

The purpose of the classroom observations was to address the following decision and evaluation questions:

Decision Question D-1: Should the Bilingual Preschool Project be adopted by the District as it is? If not, what components of the project should the District undertake?

Decision Question D-2: What components of the Project should be modified to accomplish the objectives of the Project more fully?

Evaluation Question D1-1: What is the nature of the Project (general characteristics and unique features)?

To describe the nature of the Project the following questions were addressed:

a) How much time is dedicated to structured instruction, unstructured instruction, and non-instructional activities?

b) How many minutes were teacher, aide, and others involved in structured instruction?

c) Who provided instruction?

d) To what extent was dual language instruction provided?

e) Was instruction provided in large or small groups? How large were these groups?

f) How was communication between English-proficient and limited-English-proficient students facilitated?

Procedures

Classroom observations were conducted during the month of March and the first two weeks of April in the six Title VII preschool classes. Visits were not announced but teachers knew what date observations started and how many times they were going to be observed. Certain conditions were followed in scheduling observations. The same school was not visited twice during the same week and observation sessions for each school were scheduled on different days of the week. There were a total of 26 class visits for the purpose of conducting observations.

Observations lasted the entire school day (390 minutes, from 8:00 a.m. to 2:30 p.m.).

Two observers were hired to conduct classroom observations. Both were fluent in English and Spanish. They were trained in classroom observation techniques and were taught the definition of the variables to be observed. Observers used the Early Childhood Observation Form (Revised). It is a form where events and behaviors observed are recorded according to preestablished codes and definitions. The form was developed by ORE's staff. It was slightly modified to include some variables of special interest to the Title VII Bilingual Preschool Project. For example, a column to record LEP-English Proficient children's interaction was added. Attachment C-1 is a copy of the form used.

The first four observations were used as a training exercise for the observers and to establish interrater reliability. During these four observations the observers and the evaluator recorded pupil activities on the Early Childhood Observation form. After each of these sessions, recorded responses were compared and discussed for the purpose of establishing interrater reliability.

There were four observations from the total 26 conducted that were discarded from analyses for several reasons. One of the classes observed lasted only half-day due to a teacher staff development session scheduled for the time remaining of the school day. Since this was not considered to be a typical day it was discarded. The other three were eliminated because for a variety of reasons observers left minutes of the observation unrecorded.

The unit of observation was a school-day minute. The observations focused on the experience of a particular student during a school day. He/she was followed throughout the school day and minute by minute records were taken of his/her personal experience during a particular school day.

The observers followed a preestablished selection procedure to pick the child to be observed. Each observer was provided with a roster of students. Each roster included a classification of students according to language ability. Before class started, observers asked the teachers to identify for them four children among whom the target child was included. To avoid the possibility of a bias if the teacher knew which child was being observed, they were not told which student was under observation.

The language classification provided on the roster of students given to observers was established according to Primary Acquisition of Language (PAL) test results. Three groups were formed. Group A consisted of children who were essentially Spanish Monolinguals. Group C was its counterpart, children who were English dominant and had a higher degree of English proficiency. In this group were classified all the Non-LEP students and children that were LEP but whose English proficiency was higher than others in the class. The third group, labeled B, was formed by children who were English dominant yet their proficiency indicated by test scores was lower than Group C and higher than Group A. The group formation was verified by teacher's personal perceptions of their student's language ability. This classification was established to allow the evaluators to observe language of instruction for the different groups.

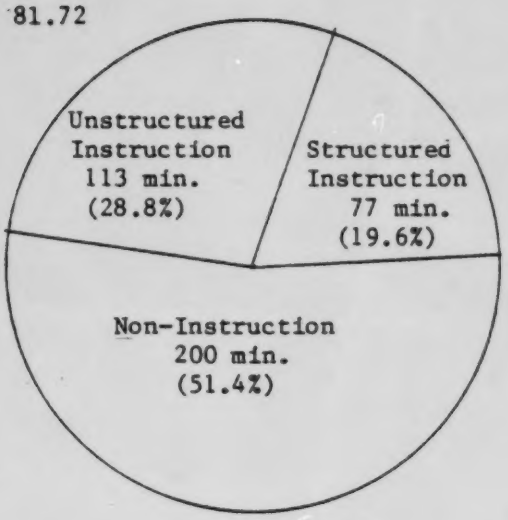
Findings

The school day for Title VII preschool project participants lasted 390 minutes every day during a five-day week. Classroom observations showed that the average time dedicated to instruction was 48.71% (190/390 minutes) of the school day. The remaining time, 51.28% (200/390 minutes) of the school day was used for non-instructional activities. The latter included breakfast, lunch, a rest period (a nap), a short snack, restroom visits, and also time for free play on the school's playground.

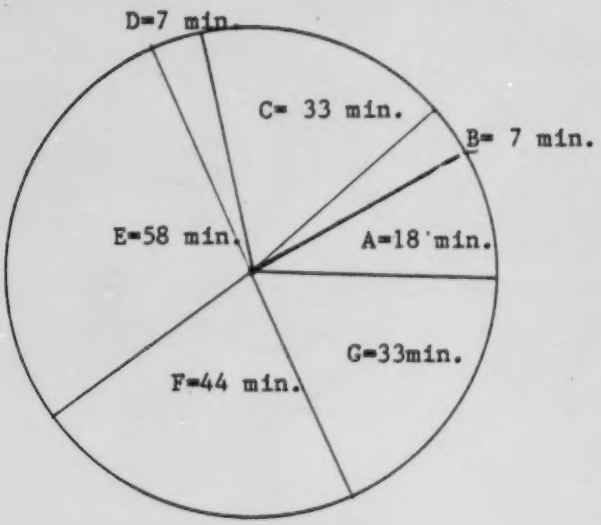
For anlaysis purposes, instruction was subdivided into structured and unstructured instruction. The first term refers to instructional activities prescribed by the core set of instructional materials used. Unstructured instruction, on the other hand, refers to activities used by the teacher to reinforce the core instructional material's units and/or other activities such as music class, physical education, sharing time with the teacher, attending special programs, and listening to stories. From classroom observations, it was learned that on the average 19.74% (77/390 minutes) of the school day was used for structured instruction while 28.97% (113/390 minutes) of the school day was dedicated to unstructured instruction.

Figure C-1 shows the distribution of time during the school day, and also a breakdown of time used for the various non-instructional activities.

81.72



School Day = 390 min.



Non-Instruction = 200 min.

A= breakfast
B= restroom visits
C= lunch
D= snack
E= nap
F= transitions
G= free time

FIGURE C-1. DISTRIBUTION OF TIME ACCORDING TO ACTIVITIES.

WHO PROVIDED INSTRUCTION?

Instruction was provided by bilingually certified teachers in collaboration with a teacher's aide and occasionally others such as a music teacher, physical education coaches, librarians and substitute teachers.

During the 1981-82 school year, one of the Title VII classes was different from the others in that two prekindergarten teachers taught as a team. At Allison Elementary, children were taught by the Title VII teacher, the aide and also by the Title I Migrant prekindergarten teacher. Both prekindergarten classes were held in an open area separated only by short partitions and bookcases. These teachers planned their activities together. At Brooke Elementary, the designated teacher was absent due to illness for six school weeks. A substitute teacher replaced her during that time.

Figures C-2 and C-3 show the average amount of time provided by each type of instructor during structured and unstructured instruction.

Structured Instruction Providers:

	Teachers	Aides	Other [1]	Total
Minutes Observed	968	621	101	1690
Average Time per Observation (min.)	44	28.22	4.59	76.81
SD	22.38	21.98	7.79	29.23
% of Total	57.28%	36.74%	5.97%	100%

N. of Observations: 22

1 Other is the Title I Migrant teacher at Allison Elementary.

FIGURE C-2. TIME OF STRUCTURED INSTRUCTION ACCORDING TO PROVIDER OF INSTRUCTION.

Unstructured Instruction Providers:

	Teachers	Aides	Other [1]	Independent [2]	Total
Minutes Observed	805	248	369	1,055	2477
Average Time per Observation (min.)	36.59	11.27	16.77	47.95	112.59
SD	15.77	14.46	20.94	21.44	26.36
% of Total	32.49%	10.00%	14.89%	42.59%	100%

N. of Observations: 22

1 Others include a music teacher, physical education coaches, and librarians.
2 During this time children work alone in one of the learning centers.

FIGURE C-3. TIME OF UNSTRUCTURED INSTRUCTION ACCORDING TO PROVIDER OF INSTRUCTION.

TO WHAT EXTENT WAS DUAL LANGUAGE INSTRUCTION PROVIDED?

The predominant language of instruction was English. However, Spanish was also used to provide instruction primarily to those children who were Spanish dominant and/or proficient in both languages. The classes followed a rotational pattern for structured instruction. While the teacher instructed one of the groups, the aide also provided instruction to another. The third group worked independently in one of the learning centers until it was time to rotate. Each period lasted an average of fifteen minutes. Teachers and aides taught each group in the dominant language of each particular group. Figure C-4 shows average time of structured instruction according to language of instruction.

Group	No. of children observed	Total Average	AVERAGE STRUCTURED INSTRUCTION IN: English	Spanish	Both*	Non-Verbal
Spanish Dominant	8	83.75m	40.5 min. (48.3%)	26.25 min. (31.3%)	15.62 min. (18.6%)	1.37 min. (1.6%)
Low Eng. and Low Spanish	8	76.57m	60.87 min. (79.4%)	11.42 min. (14.9%)	2.57 min. (3.3%)	1.71 min. (2.2%)
English Dominant	5	76.20m	55.4 min. (80.0%)	18.5 min. (17.3%)	1.00 min. (1.4%)	1.30 min. (1.1%)

*Observer hears two languages during a minute.

FIGURE C-4. LANGUAGE OF INSTRUCTION ACCORDING TO LANGUAGE DOMINANCE OF STUDENTS.

WAS INSTRUCTION PROVIDED IN LARGE OR SMALL GROUPS?

Structured instruction for Title VII Bilingual Project was provided in small groups. The number of children in the groups varied from four to six students. Instructional activities were oriented toward improvement and development of the following skills: vocabulary, concepts, English syntax, visual, auditory, and motor skills. Aides were in charge of conducting exercises to develop visual as well as motor skills (fine and gross). Teachers, on the other hand, conducted the English syntax, vocabulary and concepts instructional activities.

HOW WAS COMMUNICATION BETWEEN ENGLISH PROFICIENT AND LIMITED ENGLISH PROFICIENT STUDENTS FACILITATED?

Each class contained three English proficient students. It was anticipated that the English proficient children would serve as English speaking models for their LEP peers. Some of the English proficient children were also fluent Spanish speakers. These children were grouped with the Spanish dominant for structured instruction. The major interaction among these two groups occurred during unstructured instruction where teachers worked with all the class students in a large group. Classes were not organized to formally utilize the English skills of the English proficient students; rather, they were present to act as informal role models with respect to language.

TITLE VII BILINGUAL PRESCHOOL

APPENDIX D

TEACHER'S INTERVIEW

81.72

Instrument Description: TEACHER'S INTERVIEW

Brief description of the instrument:

The interview consists of 12 questions for all prekindergarten teachers, 3 questions for Title VII teachers only, and 2 questions for Title I/Migrant teachers. The questions deal with instructional language, curriculum, diagnosing, planning, organization, teacher contact, parent contact, community representative contact, supervisor contact, inservice, aides, and "At Home" activities.

To whom was the instrument administered?

Title I Migrant, Title I Regular, and Title VII prekindergarten teachers.

How many times was the instrument administered?

Once.

When was the instrument administered?

April, 1982.

Where was the instrument administered?

In their classroom or other school location of their choice.

Who administered the instrument?

A consultant.

What training did the administrators have?

General interview training and interview training specific to this interview format and situation.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

None were identified.

Who developed the instrument?

ORE staff with input from the program staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No.

Teacher Interview

A teacher interview was conducted during 1981-82 with two chief purposes. First, to address the following decision and research questions:

> Decision Question 1: Should the Bilingual Preschool Program be adopted by the District as it is? If not, what components of the Program should the District undertake?
>
> Decision Question 2: What components of the Program should be modified to accomplish the objectives of the Program more fully?
>
> > Evaluation Question D1-3: Were the recommendations and suggestions for improvement made by the staff implemented?
> >
> > Evaluation Question D1-10: In what areas do teachers perceive the need for additional training?
> >
> > Evaluation Question D2-11: What areas of training provided by Title VII do teachers perceive as most beneficial?

Secondly, the teacher interview was developed in midyear after an expressed need by program staff to have comparisons made among the Title I, Migrant, and Title VII Prekindergarten programs. The chief purpose of the teacher interview was to examine the similarities and differences among the three programs.

Procedures

In December 1981, the various program staff were asked to generate items for the interview by mid-January. During February ORE staff members generated a pool of possible items. These were collected by the Migrant Program Evaluator and submitted to relevant ORE staff members to review, select, change, etc. the items they felt applicable. From this input, a draft interview format was developed. This draft interview format was sent to the program's staff for their review and feedback. After receiving staff input, a final interview format was developed. The interviews were kept relatively short to keep teacher time required to a minimum.

To maintain impartiality, an outside consultant was hired to conduct the interviews. She had worked with our office previously in testing efforts. As a former kindergarten teacher, it was felt that she could relate well to the prekindergarten teachers and their experiences.

She received general training in interviewing techniques and specific training and practice in following the interview format. Attachment D-1 is a copy of the interview format used.

In late March, all the prekindergarten teachers were sent a memo advising them of the upcoming interview. Enclosed was a copy of the interview format in preparation for their interview. The Migrant Evaluation secretary called the teachers and arranged the times, dates and locations for the interviews. The interviews were all completed by the end of April. The interviewer consulted with the Migrant Program Evaluator from time to time to apprise her of the progress of the interviews. She reported that all the teachers were friendly and very cooperative.

The data were hand-tallied by program staff so each individual teacher's responses could be kept confidential.

Results

The results will be presented in terms of the topics addressed by the teacher interview.

Similiarities and differences among prekindergarten programs are highlighted.

Curriculum

The six Title VII teachers used the Bilingual Early Childhood Program Curriculum as their main resource for instructional materials and activities. One teacher from the Bilingual Program used also the AISD prekindergarten curriculum. She was able to complete all the units from both curricula. Another Title VII teacher did not teach the AISD materials herself, however, her team teacher utilized this curriculum. The Title I and Migrant Program teachers reported using the AISD prekindergarten curriculum as their main source of instructional activities. All teachers from the three programs reported using materials from other curricula to supplement their main source of instructional activities. Figure D-1, D-2 and D-3 presents the summary by funding source of the curricula utilized in AISD's prekindergartens.

Language of Instruction

Two Title I teachers, five Migrant Program teachers, and all six Title VII teachers reported using Spanish for instructional purposes. For all three programs, English was spoken to English-dominant students the large majority of the time. For Spanish-dominant students, the Title VII teachers used Spanish the majority of the time in formal instruction. On informal instruction, the Title VII and Migrant Program teachers as a group had similar language use patterns. See Figure D-4.

Criteria for Dividing Children into Groups

As can be noted from Figure D-5a, the Title I and Migrant Program teachers reported spending more time than did Title VII teachers in large group instruction.

Conversely, as shown in the next chart in Figure D-5b, the Title VII teachers used small group instruction a higher percentage of the time than did the Title I and Migrant Program teachers. The most popular group size for Title VII was 6-7 students, for Title I, it was 4-5 students, and for Migrant Program teachers, it varied between 4 and 7 students. Figure D-5c shows the percentages of time each group of teachers reported using one-to-one instruction. All used one-to-one 29% or less of the time. All teachers, except one, used one-to-one instruction while other children were at centers.

Finally. Figure D-6 shows the criteria used to form the groups for instruction. Title VII uses the language criteria more often than the other two programs.

Independent Activity

The three groups of teachers gave a wide variety of responses to the following question:" When the children work alone, what types of things are they doing?" Most frequently children were said to be working at a center of some sort. The most frequently mentioned activities were listening centers/language master, art activities, manipulatives, blocks, puzzles, and housekeeping. See figure D-7.

Parent-Teacher Communications

Generally, as a group Title VII teachers reported more frequent contact with parents than did Title I or Migrant Program teachers. Across all three groups teachers generally initiated more contacts than did parents. Furthermore, the most frequent types of contacts reported

by all teachers were conferences and written communications. Less frequent were contacts through parent training sessions and PAC meetings; although, Title VII teachers reported more of these types of contacts than did Migrant Program and Title I teachers. Figures D-9 and D-10 present the frequencies reported.

Supervisor (Instructional Coordinator) - Teacher Relations

All teachers reported contact with their supervisor for curriculum materials and inservice training. Most reported contact or instructional supervision, program information and communication with other teachers. Five of the Title VII teachers reported supervisor contact about parent training and communication with parents. No Migrant Program teachers reported contact for these purposes and only two Title I teachers reported supervisor contact for the above mentioned reasons. Figure D-11 is a summary of the information obtained.

Community Representative - Teacher Relations

The frequency of reported contacts are presented in Figure D-12. Title VII teachers reported more contact with their community representatives than did the Migrant Program and Title I teachers.

Teacher - Teacher's Aide Relations

Title VII was the only program where the teachers were assisted by an aide. Five teachers reported using the aide the large majority of the time as a teaching aide. A secondary role was seen to be preparing materials, going to lunch with the students, etc. One teacher reported her aide spent 50% of her time collecting and preparing instructional materials and only 25% of the time supervising students. More detailed information is provided in Figure D-13.

At-Home Activities

Only Title VII teachers were asked questions about the At-Home Activities since Title I and Migrant are not currently implementing such a component. Through the At-Home Activities, parents reinforce the instructional units taught at school. For information on the nature of the At-Home Activity component, see Appendix F, page 4.

Title VII teachers said they did not help develop the materials, but all reported participating in implementing the activities. The frequency of use of the At-Home Activities varied between one and two per week. All teachers reported parents/relatives engaged in the "At-Home" activities. The teachers responded that 50% or more of their students participated in these activities. Figure D-14 summarizes responses regarding At-Home activities.

Teacher inservice Training

All teachers felt the inservices were beneficial to them. The most frequent reason this was true was that new/better ideas were obtained. All teachers were asked to suggest topics for future inservices.

Title VII teachers offered the following topics for workshops.

Help with children who do not speak (children who are non-lingual).

More Science and Math workshops.

Challenging super-bright children.

Need assessment in two languages.

Through the teacher interviews conducted during the 1980-81 school year, teachers as a group expressed their need for inservice in certain areas such as language of instruction, implementation of curriculum activities, math, science and development of motor skills. All these topics were discussed in formal inservice trainings offered this year. Furthermore, last year one of the teachers felt that her class was not treated by the principal as a full-fledged member of the school. This year it was reported the principal was very supportive of the program and the Title VII classroom.

For a more detailed description of the results obtained through pre-kindergarten teacher interview the reader is referred to Appendix S of The Title I Migrant Technical Report, 1981-82.

2. Curriculum Usage - Title VII

AISD — Two of the six teachers reported the AISD curriculum was used as a main curriculum. One indicated the Migrant Program teacher with whom she frequently teamed used the AISD curriculum so her children got it through her. The frequency of use varied - 10%, 15%, 2-20%, 30%, and 40%. The one who reported using it 40% of the time indicated all the units were completed. One teacher used the AISD curriculum in teaching math.

BECP — All six teachers reported using the BECP as their main curriculum source. Three of them used it in teaching math. The percentages of usage were 40%, 50%, 60%, 2-80%, and 95%. One teacher reported she had completed all the units.

PEABODY — Two teachers used the Peabody Kit, but one of the two reported only using the pictures to supplement the other curricula. The one who used the Kit reported using it 5% of the time and using it to teach math.

PORTAGE — None of the teachers used these materials.

BARUFALDI — Five of the six indicated some use of these materials. One of the five reported her children were exposed to these materials since the Migrant Program teacher with whom she team taught used them. The usage reported varied between 3% and 10%. One teacher used these materials to teach math while another used them to teach science.

SELF-DEVELOPED MATERIALS — One teacher reported using self-developed materials 3% of the time.

OTHER — All, but one of the teachers reported using materials other than those already listed. One used Milton Bradley materials 5% of the time and to teach math. Another used a combination of Castañeda and teacher-made materials 10% of the time and to teach math. One teacher used a wide variety of other materials (Milton Bradley, Let's Find Out, Kid's Stuff, Our Big Back Yard, and Science Land) 25% of her time. She used these commercial materials in teaching math. One teacher used the Milton Bradley materials in teaching math, but did not assign a time use. Five-percent of the time one teacher used a combination of teacher-made and commercial materials.

Figure D-1. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

2. Curriculum Usage - Title I

AISD	All of the teachers reported using the AISD curriculum as their main curriculum. Usage varied between 40% and 95% of the time (actual percentages reported were 40%, 50%, 2-60%, 70%, 75%, 80%, 90%, and 95%). Two of the nine used the curriculum to teach math.
BECP	None of the teachers listed the BECP as a curriculum source, except one teacher who used some of the records and puzzles in relation to other curriculum materials.
PEABODY	All the teachers reported using the Peabody Kit as a curriculum source. All reported using it in a supplementary fashion, except one who reported it was a main curriculum source (but only used 25% of the time). Percentages of time used ranged between 2% and 30% of the time (2%, 3%, 5%, 2-10%, 25%, and 3-30%). Three teachers used these materials in teaching math.
PORTAGE	No one reported these materials were used.
SELF-DEVELOPED UNITS	Seven of the nine teachers had developed units of their own. The percentages of usage reported varied - 1%, 5%, 2-10%, 2-20%,and 30%. One person used a unit developed for holidays. Three of the teachers used their own units to teach math.
BARUFALDI	Eight teachers used Barufaldi materials in their classrooms. The reported usage varied between 1% and 10%. Two reported using it to teach math while one used the materials in teaching about plants and the five senses.
OTHER	Five teachers reported using other materials. The usage varied between 3 and 30 minutes per week. The counselor at one school used the Duso materials with the children 30 minutes per week. One used "Wesley" (to teach math) and "Their Way" 5% of the time. Three percent of the time, one teacher used "Work Jobs". Another used "Castañeda" and "Something Special" materials three percent of the time. She used these to teach math. Finally one teacher used Health Science materials 10% of the time.

Figure D-2. SUMMARY OF TITLE I TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

2. Curriculum Usage - Migrant Program

AISD	All of the Migrant Program teachers used the AISD curriculum as their main curriculum with reported usage varying between 60% and 100% of the time. Actual reported percentages were 60%, 2-70%, 80%, 89%, 90%, and 100%. Five of the seven used the AISD curriculum to teach math.
BECP	Five of the seven teachers used the BECP in a supplementary fashion. The percentage of time used varied between 5% and 15%. One teacher used the BECP to teach math.
PEABODY	Four teachers reported using the Peabody Kit in their instructional program. The usage varied between 2% and 10% of the time. One of the four reported using only the pictures to supplement the other curriculum. No one used it to teach math.
PORTAGE	No one reported using any of the Portage materials.
SELF-DEVELOPED UNITS	Five teachers reported using self-developed materials in a supplementary fashion. The percentages of use ranged between 2% and 20%. Two teachers used their materials to teach math.
BARUFALDI	Five of the seven used the Barufaldi materials. The percentage of time used ranged from 2% to 10% of the time. Two used these materials in math instruction.
OTHER	One teacher reported using other materials. The teacher stated approximately one percent of the time she used commercial kits and magazines.

Figure D-3. SUMMARY OF MIGRANT PROGRAM TEACHERS' RESPONSES TO QUESTION 2, PRE-K TEACHER INTERVIEW.

1. Do you use English all the time for your instruction?

	Title VII	Title I	Migrant Program
Yes	0	7	2
No	6	2	5

If you use another language, please indicate what percentages of each language you use for each of the following:

			FORMAL INSTRUCTION			INFORMAL INSTRUCTION		
			English	Spanish	Other	English	Spanish	Other
a)	English-dominant students	Title VII	X = 90%	X = 10%	-	X = 87%	X = 13%	-
		Title I	X =100%	X = 0%	-	X = 99%	X = 1%	-
		Migrant	X = 93%	X = 7%		X = 77%	X = 23%	
b)	Spanish-dominant students	Title VII	X = 36%	X = 64%	-	X = 53%	X = 47%	-
		Title I	X = 88%	X = 12%	-	X = 7%	X = 13%	-
		Migrant	X = 64%	X = 36%		X = 54%	X = 46%	

Please note 1) Title I and Migrant Program percentages only reflect those teachers who do not use English all the time. 2) The percentages reflect language spoken in the spring, several teachers used more Spanish early in the school year. 3) Only one teacher had any other-dominant students, and she used 90% English and 10% Spanish for both formal and informal instruction.

Figure D-4. SUMMARY OF TEACHER RESPONSES TO QUESTION 1, PRE-K TEACHER INTERVIEW.

5a. What percentage of the time for instruction do you use large groups (including the whole class)?

	>20%	79–90%	59–69%	79–70%	69–60%	59–50%	49–40%	39–30%	29–20%	19–10%
Title VII						1	1		2	2
Title I			1	2	1	4			1	
Migrant Program			3	1		2			1	

Numbers reflect the frequencies of teachers' responses.

5b. What percentage of the time for instruction do you use small groups (size ___)?

	>20%	79–90%	59–40%	79–70%	69–60%	59–50%	49–40%	39–30%	29–20%	19–10%
Title VII		2	1	1	1		1			
Title I						2	2	1	3	1
Migrant Program				1			1		4	1

Numbers reflect frequencies of teachers' responses.

	Group Size (Number of children)			
	5–6	4–7	2–3	1
Title VII		3	1	
Title I		3	7	
Migrant Program	1	3	3	

Note: Many teachers have children grouped in small groups while they are working with individuals.

Numbers reflect frequencies of teachers' responses.

5c. What percentage of the time for instruction do you use one-to-one?

	>20%	79–60%	59–40%	79–70%	69–60%	59–50%	49–40%	39–30%	29–20%	19–10%	9–12	1	Other
Title VII									1	2	1		1 - if needed 1 - address each individual in small group
Title I									2	4	2		1 - during free time
Migrant Program									1	1	4	1	

Numbers reflect frequencies of teachers' responses.

Figure D-5. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 5, PRE-K TEACHER INTERVIEW.

6. If you divide your students into instructional groups, what criteria do you use to group?

	Age	Ability	Personality	Language Dominance (tests)	Language Dominance (observance)	Other
Title VII	0	4	2	2	4	1 - random 1 - attention span problems
Title I	1	7	5	0	3	1 - similar needs on concept development 1 - mix high and low abilities
Migrant Program	0	6	3	1	5	1 - heterogeneous - groups vary by day 1 - groups formed based on answers to questions re: lessons, etc.

Numbers reflect number of teachers using each criteria (many teachers use more than one type of grouping).

Figure D-6. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 6, PRE-K TEACHER INTERVIEW.

7. When the children work alone, what type of things are they doing?

	Variety of Centers (not specified)	Listening Center/ Language Master	Puzzles/Games	Science	Art (Painting, etc.)	Manipulatives	Blocks (including Lego)	Books (Library and Reading)	Housekeeping	Clay/Play-Dough	Water Activities	Individual Worksheets/ Skills Development	Small Muscles (fine Motor)	Large Muscles (gross motor)	Puppets	Cut and Paste	Pre-Writing	Math	Pictures
Title VII	2	3	1	2	5	2	3	2	3	2	1	0	2	1	2	1	3	3	1
Title I	3	5	4	2	5	6	5	3	2	2	3	0	1	1	1	1	0	1	2
Migrant Program	1	4	4	2	5	6	5	6	5	2	1	2	2	1	0	1	0	1	0

Numbers reflect the frequencies of teachers' responses.

1 or 2 teachers also mentioned each of the following: Music (Records and Cassettes), Role Play/Dramatic Play, Colors, View Master, Previous Lesson Activities/Reinforcement, Practical Living, Workbench, Chalkboard, Matching, Beads, School Table, Building, and Cans.

Figure D-7. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 7, PRE-K TEACHER INTERVIEW.

11. In which of the following areas listed below did your supervisor (instructional coordinator) work with you? Check as many as apply.

	Instructional Supervision	Curriculum Materials	Program Information	Classroom Management	Parent Training	Inservice Training	Communications W/Other Teachers	Communications With Parents	other
Title VII	5	6	5	4	5	6	5	5	2 - Supervisor is excellent
Title I	6	9	8	2	2	9	5	2	1 - Purchase of camera-She's very helpful. 1 - Supervisor is helpful with everything.
Migrant Program	7	7	6	5	0	7	5	0	1 - She's brought visitors to observe. 1 - She's been very helpful, easy to communicate with her.

Numbers reflect frequencies of teachers' responses.

Figure D-8. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 11, PRE-K TEACHER INTERVIEW.

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

a) What percentage of parents did you have contact with:

		0-25%	26-50%	51-75%	76-100%
More than once a week	Title VII	2	2	1	1
	Title I	6	3	0	0
	Migrant Program	6	1	0	0
Once a week	Title VII	4	1	1	0
	Title I	7	2	0	0
	Migrant Program	5	1	0	1
Every two weeks	Title VII	6	0	0	0
	Title I	5	1	1	2
	Migrant Program	2	2	1	1
Once a month	Title VII	6	0	0	0
	Title I	4	0	3	2
	Migrant Program	3	3	0	1
Less than once a month	Title VII	6	0	0	0
	Title I	7	1	1	0
	Migrant Program	6	0	1	0
Not at all	Title VII	6	0	0	0
	Title I	9	0	0	0
	Migrant Program	7	0	0	0

Numbers reflect frequencies of teachers' responses.

Figure D-9. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10a, PRE-K TEACHER INTERVIEW.

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

b)

		0-25%	26-50%	51-75%	76-100%
What percentage of communications with parents did you initiate?	Title VII	0	1	3	2
	Title I	1	0	3	5
	Migrant Program	1	2	3	1
What percentage of communications with parents did the parents initiate?	Title VII	2	4	0	0
	Title I	8	0	1	0
	Migrant Program	2	4	0	1

Numbers reflect frequencies of teachers' responses.

Figure D-10. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10b, PRE-K TEACHER INTERVIEW.

10. This question deals with your communications with your students' parents. Please use the percentage range.

c)

		0-25%	26-50%	51-75%	76-100%
What percentage of these contacts were by phone?	Title VII	4	1	1	0
	Title I	7	2	0	0
	Migrant Program	1	5	1	0
What percentage were conferences?	Title VII	1	1	0	4
	Title I	3	4	1	1
	Migrant Program	1	1	2	3
What percentage were parent training sessions?	Title VII	3	1	2	0
	Title I	9	0	0	0
	Migrant Program	6	0	1	0
What percentage were PAC meetings?	Title VII	2	3	1	0
	Title I	9	0	0	0
	Migrant Program	6	1	0	0
What percentage were written communications?	Title VII	0	0	1	5
	Title I	2	3	2	2
	Migrant Program	1	1	2	3

Numbers reflect frequencies of teachers' responses.

Figure D-11. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 10c, PRE-K TEACHER INTERVIEW.

9. How frequent is your contact with your community representative(s)?

	More than once a week	Once a week	Every two weeks	Once a month	Less than once a week	Comments
Title VII	3	0	2	1	0	1 - She is wonderful. 1 - If I need anything she responds.
Title I	0	2	2	1	4	1 - These children have not had needs that caused more contact.
Migrant Program	0	1	0	4	2	

Numbers reflect the frequencies of teachers' responses.

Figure D-12. SUMMARY OF PRE-K TEACHERS' RESPONSES TO QUESTION 9, PRE-K TEACHER INTERVIEW.

Title VII Teachers Only

1. How do you use your aide? What percentage of time does the aide spend in each type of activity?

	Type of Activity	Percentage of Time
Teacher A	prepares and collects instructional materials	50%
	teaches	25%
	supervises of students	25%
	aide also helps translate notes to parents	not given
Teacher B	assists in all teaching of lessons and goes to lunch	not given
Teacher C	serves as a teaching assistant-reinforces	95%
	makes bulletin boards and materials	5%
Teacher D	serves completely as a teaching assistant-same as other pre-K teacher -- she's tops	not given
Teacher E	teaches same amount of time as teacher. Both clean up and prepare together	not given
Teacher F	does vocabulary lessons	10%
	does visual training	10%
	does motor training	10%
	conducts art lessons	10%
	teaches creative moves	10%
	reads stories	5%
	works on centers	5%
	teaches AISD curriculum	10%
	works with lunch, snacks	5%
	supplements curriculum	5%
	prepares materials	10%
	prepares bulletin boards	10%

Figure D-13. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 1 (FOR TITLE VII TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Questions for Title VII Teachers Only

2. a) Did you participate in developing the BECP "At Home" activities?

All teachers responded they had not.

b) Did you participate in implementing the "At Home" activities?

All teachers responded yes.

c) How often do the "At Home" activities occur?

FREQUENCY	*NUMBER OF TEACHERS REPORTING*
weekly	*2*
after each unit	*2*
every 2 weeks	*1*
started very good (?)	*1*

d) Did you find evidence that parents/relatives engaged in the "At Home" activities?

All teachers responded yes.

If you answered yes, for how many of your students was this true?

NUMBER OF STUDENTS
18 out of 18
14 out of 18
9 out of 18
12 out of 18
most out of 18
16 out of 18

Figure D-14. SUMMARY OF TITLE VII TEACHERS' RESPONSES TO QUESTION 2 (FOR TITLE VII TEACHERS ONLY), PRE-K TEACHER INTERVIEW.

Date _____

PREKINDERGARTEN TEACHER INTERVIEW

Teacher's Name _____

Program(s) ___ Title I ___ Title VII ___ Migrant

1. Do you use English all the time for your instruction? ___ Yes ___ No

   If you use another language please indicate what percentages of each language you use for each of the following:

	FORMAL INSTRUCTION			INFORMAL INSTRUCTION		
	English	Spanish	Other	English	Spanish	Other
a) English-dominant students	____%	____%	___%	____%	____%	___%
b) Spanish-dominant students	____%	____%	___%	____%	____%	___%
c) Other students	____%	____%	___%	____%	____%	___%

2.

	Check how you used each source: The main curriculum	Supplementary	Other (please define)	Check any you used to teach each	What % of your instruction came from each curriculum source?
AISD	____	____	____	____	_____
BECP	____	____	____	____	_____
Peabody Kit	____	____	____	____	_____
Portage	____	____	____	____	_____
Self-Developed Units	____	____	____	____	_____
Barufaldi	____	____	____	____	_____
Other: _____	____	____	____	____	_____

3. a) How do you diagnose your students' instructional needs—do you use a checklist of skills, competencies, concepts, or what?

   b) Where did you get the method you use?

   c) How often do you check your students' needs?

4. How do you plan for students' individual instructional needs?

5. This question deals with how you organize the students for instruction.

   a) What percentage of the time for instruction do you use large groups (including the whole class)? _____

b) What percentage of the time for instruction do you use small groups (size____)?
_____

c) What percentage of the time for instruction do you use one-to-one? _____

d) What percentage of the time for instruction do you use a combination?(please explain) _____

6. If you divide your students into instructional groups, what criteria do you use to group? Please check all that apply?

___ age
___ ability
___ personality
___ language dominance (based on standardized tests)
___ language dominance (based on teacher observation)
___ other (please explain) _____

7. When the children work alone what types of things are they doing?

8. Check the category of teachers with whom you participated/contacted in each of the following areas:

	Title VII Pre-K Teachers	Title I Pre-K Teachers	Migrant Pre-K Teachers	Kindergarten Teachers	Others (Define)	None
Share ideas	___	___	___	___	___	___
Provide training	___	___	___	___	___	___
Prepare instructional units	___	___	___	___	___	___
Share teaching duties	___	___	___	___	___	___
Plan classroom activities	___	___	___	___	___	___

9. How frequent is your contact with your community representative(s)?

___ More than once a week ___ Once a week ___ Every two weeks ___ Once a month ___ Less than once a month

10. This question deals with your communications with your students' parents. Please use the percentage range to answer the items.

a) What percentage of parents did you have contact with:	0%-25%	26%-50%	51%-75%	76%-100%
more than once a week?	_____	_____	_____	_____
once a week?	_____	_____	_____	_____
once every two weeks?	_____	_____	_____	_____
once a month?	_____	_____	_____	_____
less than once a month?	_____	_____	_____	_____
not at all?	_____	_____	_____	_____

10.

	0%-25%	26%-50%	51%-75%	76%-100%
b) What percentage of communications with parents did you initiate?	____	____	____	____
What percentage of communications with parents did the parents initiate?	____	____	____	____
c) What percentage of these contacts were by phone?	____	____	____	____
What percentage were conferences?	____	____	____	____
What percentage were parent training sessions?	____	____	____	____
What percentage were PAC meetings?	____	____	____	____
What percentage were written communications?	____	____	____	____

d) What were the purposes of these contacts? Please list the purposes and assign a percentage to each.

11. In which of the following areas listed below did your supervisor (instructional coordinator) work with you? Check as many as apply.

___ instructional supervision
___ curriculum materials
___ program information
___ classroom management
___ parent training
___ inservice training
___ communications with other teachers
___ communications with parents
___ other (please define) _____

12. What topics should be offered for inservice training for prekindergarten teachers?

Title VII Teachers Only

1. How do you use your aide? What percentage of time does the aide spend in each type of activity that you named?

2. a) Did you participate in developing the BECP " At Home " activities? ___Yes ___No
b) Did you participate in implementing the " At Home " activities? ___Yes ___No
c) How often do the " At Home " activities occur? _____
d) Did you find evidence that parents/relatives engaged in the " At Home " activities? ___Yes ___No If you answered yes, for how many of your students was this true? _____

3. Did you find the inservice training sponsored by Title VII beneficial? ___Yes ___No
If yes, why? If not, why not?

Title I/ Migrant Teachers

Note: In answering the following two questions, please consider if you made any changes in organizing students for instruction, scheduling, number or amount of unit(s) covered, study trips, etc. Also consider if any changes in student behavior can be noted.

1. What have been the benefits of not having an aide this school year?

2. What have been the drawbacks of not having an aide this school year?

TITLE VII BILINGUAL PRESCHOOL PROJECT

APPENDIX E

PARENT QUESTIONNAIRE

INSTRUMENT DESCRIPTION: PARENT QUESTIONNAIRE FOR 1981-82

Brief description of the instrument:

The 1981-82 parent questionnaire was written in English and Spanish. It consisted of seven items covering the following areas of interest: recruiting, parent-teacher conferences, parenting seminars, at-home activities, parent's perception of achievement, and suggestions for improvement. The questions were presented in two formats, seven of them were of the forced alternative type. There were three open-ended questions.

To whom was the instrument administered?

To parents of Title VII Bilingual Project's participants.

How many times was the instrument administered?

Once.

When was the instrument administered?

The last week of April 1982.

Where was the instrument administered?

The questionnaire was sent home via the student.

Who administered the instrument?

It was a self-administered instrument.

What training did the administrators have?

Not applicable.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

It was assumed that some member of the household was literate and could read and fill out the questionnaire. There is no information available to confirm or deny this assumption.

Who developed the instrument?

ORE staff.

What reliability and validity data are available on the instrument?

None.

Are there norm data available for interpreting the results?

No, there are not.

Parent Questionnaire

Purpose

The purpose of the Parent Questionnaire was to address the following decision and evaluation questions.

Decision Question D1: Should the Bilingual Preschool Program be adopted by the District as it is? If not, what components of the Program should the District undertake?

Decision Question D2: What components of the Program should be modified to accomplish the objectives more fully?

Evaluation Question D1-9, D2-12: Has the Program been successful in involving parents in the education process of their children?

Evaluation Question D2-13: How do LEP children's parents interact with school personnel?

Evaluation Question D2-14: How was the recruiting effort conducted during the second year of the Program? By whom?

Procedures to Collect Data

The parent questionnaire was developed by the staff of ORE. It consisted of nine questions covering the following areas of interest: recruiting, parent-teacher conferences, parenting seminars, the At-Home component, parent perceptions of their child's progress, and suggestions for program improvement. Of the nine questions, five were of fixed alternative format and three were open-ended. The text of the questionnaire was written in English and Spanish. Attachment E-1 is a copy of the instrument.

The instrument was reviewed by Program staff for language and context appropriateness. Their recommendations were implemented. Furthermore, the instrument was pilot-tested with some of the participating parents. Telephone interviews were conducted with six parents, three in Spanish and three in English. The parents interviewed in Spanish were deliberately selected from students identified as Spanish Monolinguals. Those interviewed in English were deliberately selected from the group of students with Low English and Low Spanish. These groupings were the result of PAL test scores and teacher's perceptions of language ability of their students. As a result of the piloting procedure some changes were implemented. For example, in item #1 another alternative was added and in item #4 the question was reworded.

Each of the 108 participating students was given a questionnaire to be taken home to his/her parents. To optimize the chances of obtaining a large return, children were informed that the teacher would give them a puzzle when they returned the completed questionnaire. It was distributed during the second week of May and by the end of the school year 89 forms (82% of the total) were returned to ORE. Of the questionnaires returned, 29 were answered in Spanish and 60 in English.

Findings of the parent questionnaire are provided below and are organized around each area of interest identified in paragraph one of this section.

Findings

Recruitment

Every year the Project staff conducts a recruiting campaign. Its purpose is to inform the community at large of the services offered by the Title VII Bilingual Preschool Project. The parent questionnaire included an item concerning how the participating parents found out about the Project. The results are presented in Figure E-1. Parents learned about the existence of this Project through a variety of means. The most frequent source of information was from parents with children in the preschool last year (34/97, 35%). However, there were other categories that were important sources of information such as relatives (17/97, 17%), and school personnel (15/97,15%).

The project's staff designed a flyer which included information about the Title VII Bilingual Preschool. This flyer was distributed to neighborhood centers and churches.

SOURCES OF INFORMATION	N. OF ANSWERS	% OF TOTAL ANSWERS
TV and Radio	7	7.21%
School personnel	15	15.46%
Newspaper Ads	0	0
Relatives	17	17.52%
Parents with children in the Programs last year	34	35.05%
Children in the schools	11	11.34%
Do not remember	2	2.06%
Other	11	11.34%
Total	97	99.98%

FIGURE E-1. INITIAL SOURCES OF INFORMATION TO PARTICIPATING FAMILIES REGARDING THE TITLE VII PRESCHOOL PROGRAM.

Parent-Teacher Conferences

The questionnaire included two items to document parent-teacher interaction. The cooperation between these two parties was a goal of the Project. Thus, parents were asked if they met with their child's teacher.

The responses indicated that, of the 93 parents that answered the question of whether or not they had met with the teacher, 83 (89%) attended a parent-teacher conference and 10 (11%) reported not meeting with the teacher although the opportunity was provided.

There were three alternatives presented as motives for the parent-teacher conference. Figure E-2 below shows the number of answers received for each alternative. These alternatives were not mutually exclusive. Therefore, parents could check more than one item. Results indicate that the most frequent motive for the conference was to find out how the child was doing in school.

Motive for parent-teacher conference	N. of Answers	%of Total Answers
To find out how child was doing in school	80	74.76%
To work as a volunteer in the school	18	16.82%
Other	9	8.41%
Total	107	100.00%

FIGURE E-2. FREQUENCY DISTRIBUTION OF PARENTS' MOTIVES FOR PARENT-TEACHER CONFERENCE.

As can be observed in Figure E-2, nine parents marked the third alternative, "other" and gave an open response. The most frequent "other" motive for parent-teacher conferences was meeting with teachers to seek ways to help due to the publicly announced request for termination of the Project by the Office of Inspector General (OIG).

Parents were also asked to indicate their satisfaction (or dissatisfaction) with parent-teacher conferences. Figure E-3 shows the frequency distribution of responses on this item. Results indicate that almost all of the parents were satisfied with the parent-teacher conferences.

Parent's Opinions	N. of Answers	% of Total Answers
It was very informative	80	90.76%
I received some information but not as much as I wanted	1	1.23%
The meeting was not very informative	0	
Total	81	99.99%

FIGURE E-3. FREQUENCY DISTRIBUTION OF PARENTS' OPINIONS ON THE PARENT-TEACHER CONFERENCES.

PARENTING SEMINARS.

Another component of the Title VII Preschool Project consisted of Parenting Seminars. These were meetings where parents were trained in techniques to teach their children at home utilizing household objects. The seminars were held at the Title VII sites and all parents were invited to attend. Question No. 4 (see attachment E-1) was aimed at collecting information on the seminars. The objective of the question was to document the parents' perceived usefulness of the seminars and to document whay they have learned. Parents were asked whether or not they had attended the seminars. Eighty-seven parents answered the question; of these 51(59%) attended the seminars and 36 (41%) did not. There were three additional items in this question. Figure E-4 shows the frequency distribution of items, a and b). The last item, c), called for a free response. There were 23 answers. In general, they refer to the following categories: parent-teacher cooperation, parent-child interaction for instruction, and how to utilize household objects to provide for instruction.

Items of Question No. 4	N. of Yes Answers	%	N. of No Answers	%
a) Did you learn anything new that you did not know before?	38	88%	5	12%
b) Did you have a chance to do some of the things learned?	30	75%	10	25%

FIGURE E-4. FREQUENCY DISTRIBUTION OF ANSWERS TO THE ITEMS a) AND b) FROM QUESTION No. 4 OF THE PARENT QUESTIONNAIRE.

AT-HOME ACTIVITIES.

At-Home Activities was another of the components of the Title VII Preschool Project. The At-home program consisted in sending to each parent a set of instructions for activities to be performed by the parent-child pair. The purpose of the exercises was to reinforce the material learned at school. Each activity sent home corresponded to a unit in the Project's core instructional material (BECP). In order to document this activity, parents were asked to express their opinion on the instructions. The questionnaire gave three alternatives. The majority of the parents who answered the question (82/86, 96%) found the instructions to be easy to understand. There were tow parents (2%) who thought that the exercises were difficult to understand, and two other parents (2%) reported they never received the instructions.

PARENTS' PERCEPTIONS OF CHILDREN'S ACADEMIC ACHIEVEMENT.

Parents were asked to identify what was the most important thing learned by their children in school during this year. The 84 responses received are copied in Attachment E-3. We found that in general parents that answered the Spanish version of the questionnaire reported that the most important thing learned by their children was English. Those who answered the English version of the questionnaire gave a variety of responses. Among them were topics of units learned such as colors, shapes, vocabulary and concepts. Also, parents mentioned independence, child-child interaction, dancing, singing, drawing, child-adult interaction, counting, following instructions, developing self-confidence, awareness of the world around him,her, and listening as things learned during preschool by their children.

SUGGESTIONS FOR CHANGE AND IMPROVEMENT.

The questionnaire's last item was a call for parents' suggestions on how to make the Title VII Project better. The issue was addressed by 12 parents. The ideas, opinions, and suggestions are listed below.

"Attempt to get feedback from parents as to how the At-Home Activities are working out. I don't ever recall being asked how my child was doing with the At-Home Activities. This would give an idea to the administrators of which activities were most successful."

"More equipment for the teachers."

"It would help if there were classes in which both parents and students could work together in doing a lot of these activities."

"Have more programs of this kind available for other kids, in other schools."

"They could provide transportation for the children."

"I believe parents should be more involved in their child's school. There should be monthly workshops developed to provide training to parents I believe this would help tremendously."

"This was the first year I had a child in Pre-K, I was very impressed with the activities and material they had to learn with. As for my impression, I feel my child had an excellent teacher. Therefore, I don't know how it could be made better other than by having fewer children to a classroom."

"My suggestion is that more children be included and that the students' parents cooperate with the teachers in the school."

"My suggestion is that the practice of having children that can speak English and children that speak Spanish together be continued so that the children can learn from one another."

"That there be more television programs in Spanish."

Attachment E-1
(English Version)

PARENT QUESTIONNAIRE

The Austin Independent School District sends this questionnaire to all parents of the children in Title VII preschool class. Please answer all the questions with your ideas and opinions. When your child returns the answered questionnaire, the teacher will give him/her a gift.

Parents to not need to write their names. This is an anonymous questionnaire.

1. How did you find out about the Title VII Program? (check all that correspond):

___ From T.V. and radio ___ From newspaper ads ___ From parents with children in the program last year

___ From school personnal ___ From my relatives ___ From my children in the school

___ I do not remember ___ Other: _____

---

2. Have you met with the teacher this year? YES NO

If yes, what was the main purpose of the conference (s):

___ To find out how my child was doing in school

___ To work as a volunteer in the school

___ Other (specify): _____

---

3. What is your opinion of the meeting with the teacher?

___ It was very informative. ___ I received some information but not as much as I wanted.

___ The meeting was not very informative.

---

4. Did you attend any of the parenting seminars? (These are the meetings where parents met with Anita Coy and Marie Velasquez to discuss ways they can teach their 4 year old.)

___ Yes ___ No, I did not have a chance to go this year.

If you a chance to attend these meetings, please answer questions a, b, and c:

a) Did you learn anything new that you did not know before? YES NO

b) Did you have a chance to do some of the things learned? YES NO

c) Could you give an example of something you learned: _____

_____

---

5. What is your opinion of the instruction for the AT-HOME activities. (These are the activities that parents are asked to do at home with their children.)

___ They were very easy to understand. ___ They were very difficult to understand.

___ I did not receive any instructions.

---

6. What is the most important thing that your child learned this year?

_____

_____

---

7. Do you have any ideas or suggestions that will help us make a better Program:

Attachment E-1
(Spanish Version)

CUESTIONARIO PARA PADRES

El Distrito Escolar de Austin les envia este cuestionario a todos los padres de niños en el Programa Preescolar del Titulo VII. Por favor conteste todas las preguntas con sus ideas y opiniones. Cuando su niño traiga el cuestionario contestado a la escuela, la maestra le dará un regalo.

Los padres no necesitan escribir sus nombres. Este es un cuestionario anónimo.

*

1. Como se enteró Usted del Programa Preescolar del Titulo VII (por favor marque con una palomita todo lo que corresponda):

___ por la radio y T.V. ___por las noticias en el diario ___ por parientes y amigos

___ por mis otros niños en la escuela ___ por padres que tenían niños en el programa al año pasado

___ por personal de la escuela ___ No me acuerdo ___ por otra forma (explique): _____

---

2. Tuvo oportunidad de ir a juntas con la maestra este año? SI NO

Si tuvo juntas con la maestra, ¿cuál fue el proposito principal?:

___ para saber como le va al niño en la escuela

___ para trabajar de voluntario(a) en la escuela.

___ otro (por favor, explique): _____

---

4. Asistió Usted a los seminarios para los padres? (Estas fueron las juntas donde los padres se reunieron con Anita Coy y Marie Velasquez para platicar sobre como enseñarle a los niños de 4 años.)

___ SI ___ No, no tuve chance de asistir.

Si tuvo oportunidad de ir a los seminarios, conteste a, b, y c:

a) Aprendió usted cosas nuevas que no sabía antes? SI NO

b) Tuvo una oportunidad de hacer alguna de las cosas que aprendió? SI NO

c) Nos podría dar un ejemplo de algo que aprendió: _____

_____

---

5. ¿Qué le parecieron las instrucciones para las tareas del hogar? (Estas son las tareas que reciben los padres para enseñarles a los niños en la casa.)

___ Son muy fáciles de entender ___ Son muy difíciles de entender

___ No recibí las instrucciones

---

6. ¿Cúal es la cosa mas importante que aprendió su niño en la escuela este año?

_____

_____

---

7. ¿Tiene Usted alguna idea o sugerencia que nos podría dar para mejorar este Programa?

_____

_____

81.72

Parent's Answers to question No. 4 Item C: Could you give an example of something you have learned on the parenting seminars?

"I learned to set aside some time to teach my child some things."

"checking out books at the PreK's library so my child could learn more the responsibility of taking care of things and in turn went to the Public Library and got her own card."

"I learned the importance of spending time with my child and explaining things in English and Spanish."

"I learned how to teach my child better and also learned how to do things with him."

"I learned how to work with him by using all sorts of materials that the program provided for him with home activities."

"I learned to care for my child more."

"I learned how to work with my children better and how not to make it hard on them."

"I learned how to turn lessons into games so that my child could enjoy but still learn from the lesson."

"It isn't necessary to buy expensive materials for the children. Use household items such as grocery bags, small glasses, etc."

"How to make my son talk about his school experiences."

"Let the child explain and describe to me an object (an orange, banana, apple, etc.) as to the color, shape, and texture (rough or smooth) Instead of my telling him what it is. Make her use her mind."

"Reading to my child of things or objects they were studying about in school."

"I learned that there were a lot of things in our house that we could use for the experiment without having to go out and buy them. For example: socks different sizes."

"Ways to use objects to be symbols for shapes, size, length, etc. for example (sandwich= triangle)."

"I learned how we are important to our children and different ways to help them."

"I learned to be more patient with my child and not correct him every time he makes a mistake."

"At first I was pushing my child to learn to name things and do things, but never really pointing out as to why we do these things."

"I learned how to explain to my child how she can play with different games and put everything in order afterwards."

"I learned how to teach differences in sizes."

"I taught my child how to compare different objects (according to size, color, shape). Also, to spend time reading to my child- making my child aware of her environment."

"I learned what the children do in the classroom and their learning through doing."

"I learned that you can really teach a child with just everyday work at home example; chores, numbers, etc.

"Primarily techniques for making my child learn such as actually working with household goods to teach about food groups."

Parent's answers to question No. 6: What is the most important thing that your child learned this year?

"My child learned to speak English and everything else the teacher taught this year and also how to become friends with other children."

"Sounds, how to recognize plants, and smells, and the parts of the body."

"My child learned many things but the most important was English and being able to express himself."

"The five vowels."

"My child learned to speak English, to recognize things, to dance and sing, write his name, paint and play with other children."

"Among the most important things my child learned was to develop the method of learning new things."

"My child learned more than I expected. She learned English and Spanish. When I have discussions with her, I am amazed at what she's learned."

"My child learned to speak English."

"My daughter learned to speak English."

"My child learned to be better behaved."

"My child learned some very important things and also to share with his friends and to behave better than children who are not in school."

"My daughter learned to be independent and understands better."

"My son only spoke Spanish and he learned English in class. His teacher was very helpful."

"I learned to help my child study at home inexpensively."

"My child learned to draw well."

"My child learned to recognize and pronounce the names of his superiors."

"He learned a variety of things, among them: the numbers and colors."

"...Learned to write his name, count, the difference between large and small, geometry, and many other things."

"...her name."

"Something important that my daughter learned (she didn't speak any English) was words in English and the things they taught in the classroom."

"The important thing for me is that she is more outgoing and can communicate better and that she learned to speak both Spanish and English."

"...learned to speak English, have lots of friends, and so many other things that are too numerous to list."

"English."

"So much that I wouldn't be able to explain it."

"English, and a little of everthing that was taught in school."

"To communicate better, to be more responsible, to write, to color and many other things."

"The child learned to pronounce words in English."

"First, language and then numbers and as a result it helped her social development."

"My child learned a lot in this program. I believe everything he learned is important."

"Learning how to share, expressing herself more clearly."

"To get along with other children and follow instructions. Also, has learned to speak a lot more Spanish."

"My child learned a tremendous amount of things that I never knew a child her age could understand and remember."

"How a child should conduct oneself in a classroom."

"About numbers, animals, colors, objects, communicate, how to be responsible for a lot more."

"Write her name, say the ABC, and talk in Spanish."

"To have confidence in himself and other people."

"He learned how to color and say a lot of things like in books the pictures, I think he learned a lot this year."

"She learned the alphabet and to count to 20."

"He felt very good about learning many words in Spanish and English."

"He has learned how to speak English and he has learned to communicate with other children and he has learned not to be afraid of people."

"Numbers, plays with other children, learned to write her name, sing some songs. Please keep Title VII preschool for all children to learn more."

"My child learned to be among other children. He also learned how fun it can be to learn about different things."

"Writing."

"My child learned to talk correctly, express herself to others and participate in school activities. She has also learned to say her alphabet, numbers, rhyme words, colors, etc. She loves going to school and especially her teacher."

"Learned to accept responsibility. She has learned to speak both languages clearly. Much more mature."

"My child learned to get along with other children to be more open in work and play and very excited to learn different language (Spanish)."

"She learned how to respect other children. She also learned a lot of skills that were not learned at home."

"To finish work. Once she starts something, independent to be able to finish."

"She learned to talk more and do more things."

"He learned how to follow instructions, how to read and write, understand things he didn't before. I think that everything he learned this year was very important."

"My child learned to express herself better (sentence structure, vocabulary) also respect others' need, cooperation.

"How to count."

"My child learned her colors, letters, numbers, her name much more of a variety plus mostly she learned to speak Spanish and she did very well in the whole program."

"He learned to talk better. Followed rules."

"He learned many things this year but important I would say to count numbers, to scribble his name, to get along with other children and loved everyday he was there. "

"To be comfortable around other children; he gained much information about nature and the world around him."

"Respect. He also learned how to share with other children. His English is a lot better now than before, plus he has learned a little Spanish. To understand and know about the different seasons. Learned how to count."

"He learned how to speak English and Spanish much better."

"She learned a little of everything.

"His respect for others, speech, cooperate with other, responsibility, bring things home and return them."

"He can cooperate with other kids his age and he is able to follow instructions."

"Really everthing. He seems to know a whole lot."

"My child learned quite a lot of Spanish. He now speaks Spanish quite frequently and quite well. He also learned how to get along with others."

"Names of different animals, names of the children in the classroom, learned to sing which to me means a whole lot."

"The most important thing that my child learned this year was to listen to and follow directions from her teacher and to get along with other children while learning and have fun at the same time."

"She learned almost everthing new that she didn't know before like writing her name, saying her ABC and numbers."

"The most important thing my child learned this year was to get along with other children and depend on himself."

"Independence, larger vocabulary, nutrition (not clinging to me as before entering this class). A variety of learning experiences. Dancing and Mexican culture. Cooking. Getting along with everyone not just his friends."

"How to get along with the rest of the kids and to learn things that she wouldn't learn at home."

"He learned good on adding and subtracting. He learned how to do house chores and he loved the field and track day."

"She learned to speak up when she wants something, and she's not shy anymore."

"My child learned a lot of things this year, but the most important thing was that he understands the way to do things, names of colors, communicates, shapes, how things grow. Also when I did that at-home activity of planting the seed and watch it grow and explain to him how plants and people are somehow alike."

"Write, and make things, learned their ABC and learned how to share."

"How to get along with others, and take responsibility and learned things he didn't know."

"Primarily, how to relate to children his own age, the difference in backgrounds, and how not to be so shy."

"To me everything he learned is important and here are some things he learned; colors, shapes, weather, seeds, plants, numbers."

"Shapes of things (circles, squares, etc.) plus many other things I feel are as important and like when she points out the word transparent and you ask her what it means she will give you the right answer."

"Good manners."

"He learned the meaning of a lot of different things, clothes, words, animals, foods, plants, insects, and how to obey better, and understand why he has to obey."

"My child learned how to talk clearly. Her sentences are well put together. She seems more aware and alert at things around her."

"To get along with other kids and to communicate with them."

"Some colors, numbers, some words in English, her name."

"He learned to write and understand words."

"Communication with others, discipline, a whole new way to environment for the child."

TITLE VII BILINGUAL PRESCHOOL PROJECT

APPENDIX F

DOCUMENTATION FROM PROJECT COORDINATOR'S OFFICE

DOCUMENTATION FROM PROJECT COORDINATOR'S OFFICE

Purpose

Documentation from the Project Coordinator's Office was provided to address the following decision and evaluation question:

Decision Question: Should the Bilingual Preschool Program be adopted by the District as it is? If not, what components of the Program should the district undertake?

Evaluation Question D1-1: What is the nature of the Program (general characteristics and unique features)?

Evaluation Question D2-15: Were the planned quotas met for all the Project's sites? If not, why not?

Evaluation Question D1-10, D2-17: What was the cost of implementation during the second year of operation?

Evaluation Question D1-11, D1-18: What is the projected cost of operation for the third year of the Program?

Evaluation Question D2-19: What is the Program's cost per child?

The following records were provided by the Project Coordinator's Office:

- Complete roster of Program's participants,
- List of topics, attendance records and persons in charge of the discussion for parenting seminars,
- List of topics of teacher's inservice training,
- Budget information,
- List of topics of discussion and attendance records for the Parental Advisory Committee and
- Record of the At-Home activities

The information provided by these documents will be reported one by one.

Complete Roster of Program's Participants

The records provided include a list of all students with entry and withdrawal dates. Title VII Bilingual Preschool planned to serve 18 children per class. These children were selected at random from a pool of qualified applicants. There were 118 children who participated in the Program at different times. There were 12 withdrawals which were substituted with children in the roster of substitutes established during selection procedures. Substitutions were not made after March 1. Figure F-1 shows the enrollment figures per month.

MONTH	ENTRIES	WITHDRAWAL	REGISTERED
SEPTEMBER	108	1	107
OCTOBER	3	4	106
NOVEMBER	1	0	107
DECEMBER	1	0	108
JANUARY	4	4	108
FEBRUARY	1	1	108
MARCH	0	1	107
APRIL	0	1	106
MAY	0	0	106

FIGURE F-1. ENROLLMENT FIGURES PER MONTH.

The planned quota of 15 LEP Children and three Non LEP was filled by the first day of classes. Four children withdrew in October and three substitutes were admitted into the program. The entry/withdrawal flow was kept in balance until March, when another child withdrew. After March 1st the children who withdrew were not replaced.

Parenting Seminars

Parenting Seminars were meetings where parents of the participating children met with the curriculum coordinator, the community representative and occasionally guest speakers. During these sessions, ideas of how to provide informal instruction at home with inexpensive materials were taught and discussed. During the 1981-82 school year, four seminars were provided. The topics were the following:

- The Title VII Bilingual Program
- Learning Can Be Fun
- Volunteer Parents in the Classroom
- Orientation for Parents in the 1982-83 School Year

The first meeting was the one that was attended by the largest number of parents; 61 parents attended. The second seminar was attended by 51 parents. The seminar concerning volunteers attracted 59 parents. The fourth seminar reported was an orientation for new parents. The evening was divided into four activities. The first one was a general meeting were parents were informed of the Project in general and procedures for selecting children. Afterwards parents were taken to a classroom where one of the teachers demonstrated how the children were taught. During the third session parents received suggestions from the curriculum coordinator on activities that would prepare the children to start preschool. Finally, during a workshop, parents were informed of the activities, parenting seminars and parental advisory meetings as well as the Home-Home Instruction that were planned for the year. There were 63 signatures collected at the meeting.

List of Topics for the Teachers' Inservice Training.

There were nine formal inservice training sessions provided for the Project's teachers. The topics covered were the following:

- New teachers workshop
- Three topics were discussed: science, language arts, and math, by guest speakers.
- Reporting to parents and language of instruction.
- Effective use of the Bilingual Early Childhood Program Curriculum.
- Assessing pupil progress.
- Utilization of the instructional aide.
- Use of the camera.
- Movement activities for the four year old

The inservice training sessions covered the topics which were identified as needed by the teachers last year. In addition to this formal inservice training there were other inservices where the teachers met with the instructional coordinator on an individual basis.

All teachers felt the inservices were beneficial to them. The most frequent reason this was true was that new/better ideas were obtained.

Roster of Attendance to the Parental Advisory Council

The Parent/Community Advisory Council (PAC) is an organization of parents that meets regularly throughout the school year to review the progress of Bilingual Education in the AISD. Its major goal is to keep informed about the Bilingual Education Program and to make recommendations and suggestions that lead to an improved program. Meetings are held once a month in the evenings. All parents are encouraged to participate since topics are discussed that are of special interest to them. During the 1981-82 school year, some of the Title VII parents were officers of this association. Their records of a attendance reviewed indicate that there were seven PAC meetings during the 1981-82 school year and Title VII parents constituted on the average 65% of the members present.

Other Parental Involvement

An indication of further parental involvement in education by Title VII parents was provided by three principals of Title VII schools. They reported in a personal communication that six of the Bilingual Preschool parents were asked to serve on school committees and one parent was elected to serve as president of the school's Parent Teacher Association.

At-Home Program

The At-Home Program consisted of activities to facilitate the child's learning through parent-child interaction. Every week parents received a set of instructions and materials to implement an activity reinforcing the unit being taught in class that week. 95.3% (82 of 86 questionnaires received) reported that the instructions were easy to follow, two said that they were difficult and two others said they never received the instructions. Furthermore, to document at home activities parents were instructed in an activity related to plants. They were asked to sprout a seed and have their child bring it to school. The seeds, potting soil and container were provided by the project. Participation was high, 89.7% (96/107) of the students brought the project back to class.

Budget Information

The AISD was awarded a $280,507 grant to operate the Title VII Bilingual Preschool Project by the federal government, during the 1981-82 school year. Total expenditures to June 30, 1982 amounted to $213,979.33. The end of September, 1982 is the end of the fiscal year. Therefore, expenditures reported to date are not the final figure.

The cost of the Project per child is not available yet since additional expenses will accrue until the end of September. However, this cost will have a value that will be between the following two figures: $2,597.28 and $1,981.29. These figures represent the maximum cost possible, estimated with the total appropriation for this year and the cost up to June 30.

81.72

The AISD has applied for $302,351 to operate the Project during its third year of operation.

TITLE VII BILINGUAL PRESCHOOL PROJECT

APPENDIX G

IOWA TESTS OF BASIC SKILLS

81.72 INSTRUMENT DESCRIPTION: IOWA TEST OF BASIC SKILLS

Brief description of the instrument:

The ITBS is a standardized multiple-choice achievement battery. Level 5 was given to kindergarten students to measure skills in the areas of listening (Spring only), language (Fall and Spring), and math (Spring only). Levels 7 and 8 were given to grades 1 and 2, respectively, to measure skills in the areas of word analysis, vocabulary, reading comprehension, spelling, math concepts, math problems, and math computation. ITBS levels 9-14 were administered to grades 3-8 with the test level for students in grades 4-6 chosen on the basis of their previous achievement scores (with teacher review). Levels 9-14 include subtests in all the areas mentioned for levels 7 and 8, except for word analysis. In addition, levels 9-14 include subtests measuring capitalization, punctuation, usage, visual materials and reference materials.

To whom was the instrument administered?

All elementary and junior high students, grades K-8. Special education students were exempted as per Board Policy 5127 and its supporting administrative regulation. Students of limited English proficiency (LEP) were not exempt, but could be excused after one test on which they could not function validly. Scores for students who were monolingual or dominant in a language other than English were not included in the school or District summaries.

How many times was the instrument administered?

Once to each student in grades 1-8, twice to students in kindergarten.

When was the instrument administered?

Students in Kindergarten were tested the week of September 8-11. The elementary schools administered the test April 20, 21, and 22 to students in grades K-6. The dates for the junior high administration were February 16, 17, and 18. Tests were administered in the morning. Make-ups were adinistered the week after the regular testing.

Where was the instrument administered?

In each AISD elementary and junior high school, usually in the student's regular classroom.

Who administered the instrument?

Classroom teachers in the elementary schools. In the junior high schools, the counselor or principal administered the test over the public address system using taped directions provided by ORE. Teachers acted as test monitors in their classroom at these schools.

What training did the administrators have?

Building Test Coordinators participated in planning sessions prior to the testing. Teacher training was the responsibility of the Building Test Coordinator. However, teacher inservice training was available from ORE upon request. Teachers and counselors received written instructions from ORE, including a checklist of procedures and a script to follow in test administration.

Was the instrument administered under standardized conditions?

Yes.

Were there problems with the instrument or the administration that might affect the validity of the data?

No known problems with the instrument. Problems in the administration are documented in the monitors' reports which are available at ORE.

Who developed the instrument?

The University of Iowa. The ITBS is published by the Riverside Publishing Company (Houghton Mifflin Company).

What reliability and validity data are available on the instrument?

The reliability of the subtests, as summarized by Kuder-Richardson Formula 20 coefficients, ranges from .50 to .98, across subtests and levels. The issues of content and construct validity are addressed in the publisher's preliminary technical summary.

Are there norm data available for interpreting the results?

Norm data are available in the Teacher's Guide. The Teacher's Guide provides empirical norms (grade equivalent, percentile, stanine) for the fall and spring. Interpolated norms are available at midyear. National, large city, and school building norms are available.

IOWA TEST OF BASIC SKILLS

PURPOSE

Results of the Iowa Test of Basic Skills were used to address the following decision and evaluation questions:

Decision Question D-1: Should the Bilingual Preschool Project be adopted by the District as it is? If not, what components of the Project should the District undertake?

Decision Question D-2: What components of the Project should be modified to accomplish the objectives of the Project more fully?

Evaluation Question D1-6: Is there a long term effect on language and/or concept development?

PROCEDURES

The Iowa Test of Basic Skills (ITBS) is administered to students in AISD as a standard procedure. The ITBS examines three basic areas at the kindergarten level: listening, language, and mathematics.

Procedures for the administration of the ITBS for the year 1982 can be found in the final technical report for Systemwide Testing, publication number 81.24.

First year participants of the Title VII Bilingual Preschool Project (1981-82) were selected from the systemwide file for a follow-up procedure. Only those students who were classified as limited English proficient last year were considered. From the original 90 LEP children, 75 were enrolled this year in kindergarten in the AISD. Following standard District LEP identification procedures these children were examined with the Primary Acquisition of Language test (PAL) to determine proficiency. Some of the former LEP students were reclassified as English proficient. Included in the identifying procedures are:

- completion of the Home Language Survey by the parents and
- score on the PAL test.

The score that determines the student's classification is defined by the Texas Education Agency. Due to changes in the defining criteria for language classification, it is difficult to determine which students became English proficient (Non-LEP) as a consequence of their participation on the Title VII Preschool Project. However, from the 75 children registered in AISD's kindergarten, 39 were classified as LEP and 36 were considered English proficient during the 1981-82 school year.

The scores considered in this appendix correspond to the percentile scores obtained during the ITBS Spring testing period.

FINDINGS

Figure C-1 shows the average percentile scores for students who were participants of the Title VII Bilingual Preschool Project during its first year of operation in 1980-81 abd who were enrolled in kinde.garten in AISD during the 1981-82 school year.

ITBS CATEGORY	Number of children Tested	Average Percentile Score*	Standard Error
LISTENING	60	25.70	2.96
LANGUAGE	56	31.09	3.54
MATHEMATICS	57	26.77	3.01

* These scores correspond to the national norm.

FIGURE G-1. AVERAGE ITBS PERCENTILE SCORES FOR TITLE VII BILINGUAL PRESCHOOL PROJECT PARTICIPANTS DURING THE FIRST YEAR (1980-81).

The frequency distribution of percentile scores for the categories tested by ITBS for first year participants of the Title VII Bilingual Preschool Project (1980-81) are presented in figures G-2, G-3, and G-4.

81.72

%ile SCORES	FREQ	ADJ PCT	CUM PCT	%ILE SCORES	FREQ	ADJ PCT	CUM PCT	%ILE SCORES	FREQ	ADJ PCT	CUM PCT
1.	4	6	6	14.	6	9	55	61.	5	7	93
2.	4	6	12	18.	1	1	57	71.	1	1	94
4.	6	9	20	21.	2	3	59	78.	2	3	97
6.	5	7	28	30.	7	10	70	86.	1	1	99
8.	5	7	35	39.	2	3	72	95.	1	1	100
10.	1	1	36	45.	3	4	77				
11.	7	10	46	50.	6	9	86				

MEAN	25.696	STD ERR	2.957	MEDIAN	13.917
MODE	11.000	STD DEV	24.566	VARIANCE	603.509
KURTOSIS	.023	SKEWNESS	1.009	RANGE	94.000
MINIMUM	1.000	MAXIMUM	95.000	SUM	1773.000
C.V. PCT	95.605	.95 C.I.	19.794	TO	31.597
VALID CASES	69	MISSING CASES	0		

Figure G-2. FREQUENCY DISTRIBUTION OF PERCENTILE SCORES IN THE LISTENING SUBTEST OF THE ITBS FOR 1981-82 TITLE VII STUDENTS.

%ile SCORES	FREQ	ADJ PCT	CUM PCT	%ile SCORES	FREQ	ADJ PCT	CUM PCT	%ile SCORES	FREQ	ADJ PCT	CUM PCT
1.	2	3	3	17.	5	8	52	69.	2	3	86
2.	7	11	14	26.	5	8	59	81.	6	9	95
4.	5	8	21	31.	3	5	64	90.	1	2	97
6.	2	3	24	41.	1	2	65	91.	1	2	98
9.	6	9	33	44.	6	9	74	99.	1	2	100
13.	7	11	44	57.	6	9	83				

MISSING DATA

%ile SCORES	FREQ
-0	3

MEAN	31.091	STD ERR	3.535	MEDIAN	17.300
MODE	2.000	STD DEV	28.722	VARIANCE	824.945
KURTOSIS	-.591	SKEWNESS	.822	RANGE	98.000
MINIMUM	1.000	MAXIMUM	99.000	SUM	2052.000
C.V. PCT	92.380	.95 C.I.	24.030	TO	38.152
VALID CASES	66	MISSING CASES	3		

FIGURE G-3. FREQUENCY DISTRIBUTION OF PERCENTILE SCORES IN THE LANGUAGE SUBTEST OF THE ITBS FOR 1981-82 TITLE VII STUDENTS.

81.72

%ile SCORES	FREQ	ADJ PCT	CUM PCT	%ile SCORES	FREQ	ADJ PCT	CUM PCT	%ile SCORES	FREQ	ADJ PCT	CUM PCT
2.	3	5	5	20.	9	14	59	51.	1	2	82
3.	7	11	15	25.	5	8	67	59.	2	3	85
5.	6	9	24	30.	4	6	73	67.	4	6	91
8.	5	8	32	39.	3	5	77	70.	1	2	92
12.	3	5	36	47.	1	2	79	74.	1	2	94
15.	6	9	45	50.	1	2	80	81.	4	6	100

MISSING DATA

%ile SCORES	FREQ
-0	3

MEAN	26.773	STD ERR	3.006	MEDIAN	19.833
MODE	20.000	STD DEV	24.418	VARIANCE	596.240
KURTOSIS	-.193	SKEWNESS	1.019	RANGE	79.000
MINIMUM	2.000	MAXIMUM	81.000	SUM	1767.000
C.V. PCT	91.205	.95 C.I.	20.770	TO	32.775
VALID CASES	66	MISSING CASES	3		

FIGURE G-4. FREQUENCY DISTRIBUTION OF PERCENTILE SCORES IN THE MATHEMATICS SUBTEST OF THE ITBS FOR 1981-82 TITLE VII STUDENTS.

or analysis purposes, the participants of the first year of the Title VII Bilingual Preschool Project were compared to a group of Hispanic LEP students enrolled in the six Title VII Preschool Project's sites. A t-test statistical procedure was used to compare the means attained on the ITBS. The results of the tests indicate that Title VII participants attained a greater percentile average in the three categories tested. These differences were significant for two of the subtests, listening and language, and not significantly different for the mathematics subtest. Figure G-5 presents the results of the tests.

CATEGORY: LISTENING					
GROUPS	N	MEANS	SD	t-value	SIGNIFICANCE
TITLE VII	69	25.69	24.56	2.10	$p < 0.05$
OTHER LEPS	60	17.66	2.41		
CATEGORY: LANGUAGE					
TITLE VII	66	31.09	28.72	3.29	$p < 0.05$
OTHER LEPS	56	16.82			
CATEGORY: MATHEMATICS					
TITLE VII	66	26.77	24.41	1.34	Not significant
OTHER LEPS	57	21.17	21.91		

FIGURE G-5. RESULTS OF T-TESTS COMPARING TITLE VII TO OTHER LEP KINDERGARTENERS.

The percentile average of the Title VII group is lower than the District's for all kindergarteners. A t-test was conducted to compare the means and determine if differences were significant. The results indicated that the averages in all areas tested are significantly different than those attained by the District. Figure G-6 shows the relevant information for the statistical procedure.

GROUPS	N	MEANS	SD	t-value	SIGNIFICANCE
CATEGORY: LISTENING					
TITLE VII	69	25.69	24.56	3.45	$p < 0.05$
DISTRICT	3471	48.00			
CATEGORY: LANGUAGE					
TITLE VII	66	31.09	28.72	5.31	$p < 0.05$
DISTRICT	3471	50.00			
CATEGORY: MATHEMATICS					
TITLE VII	66	26.77	24.56	7.02	$p < 0.05$
DISTRICT	3461	48.00			

FIGURE G-6. COMPARISON OF PERCENTILE MEANS BETWEEN TITLE VII PARTICIPANTS IN FIRST YEAR OF PROJECT AND DISTRICTWIDE KINDERGARTENERS.

Conclusion: The follow-up study showed that Title VII students had a higher average than other LEP students attending the Title VII schools. However, the percentile averages of the target population were significantly lower than those of the District's kindergarteners. These findings were similar to the results obtained with the PPVT-R administered to Title VII kindergarteners. Language development has occurred but there is a need for further improvement.